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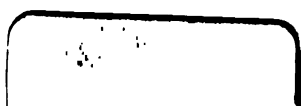
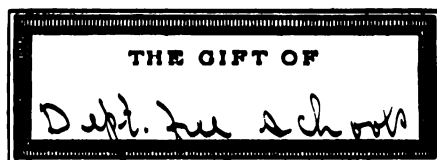
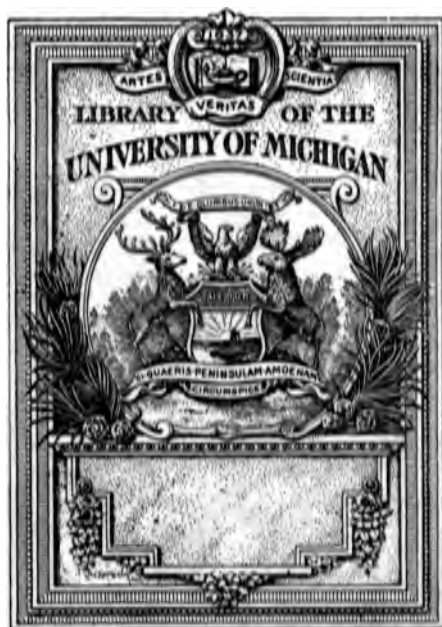
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**BIENNIAL REPORT**  
**OF THE**  
**STATE SUPERINTENDENT OF**  
**FREE • SCHOOLS**  
**OF THE**  
**STATE OF WEST VIRGINIA.**

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**FOR THE**  
**YEARS 1889 AND 1890.**

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**BENJAMIN S. MORGAN,**  
**STATE SUPERINTENDENT.**



**CHARLESTON, W. VA.**  
**Moses W. Donnally, Public Printer.**  
**1890.**



BIENNIAL REPORT  
OF THE  
STATE SUPERINTENDENT OF FREE SCHOOLS.

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STATE OF WEST VIRGINIA,  
DEPARTMENT OF FREE SCHOOLS, }  
CHARLESTON, Dec. 20, 1890. }

*To His Excellency A. B. FLEMING,  
Governor of West Virginia :*

SIR :

I have the honor, in compliance with the law, to submit to you the twenty-sixth and twenty-seventh annual reports of this office, being my biennial report for the years ending June 30th, 1889, and June 30th, 1890, respectively.

I have made, in connection with these reports, suggestions in regard to amendments to the school law which are believed to be necessary to secure an increased efficiency of the free schools. Some of these suggestions have been offered in former reports from this office, and a number of them have been favorably reported on by special committees in past sessions of the Legislature.

The statistical tables accompanying these reports are complete and have been carefully prepared. They show the financial condition and expenditures, and all other important facts connected with the operation of the free school system during the past two years, also some valuable statistics relating to private and parochial schools.

## SUMMARY AND COMPARISON OF GENERAL STATISTICS.

## ENUMERATION.

Youths between 6 and 16 for 1890.....	197,538
Youths between 6 and 16 for 1889.....	191,622
Increase of 1890 over 1889.....	5,916
Youths between 16 and 21 for 1890.....	68,793
Youths between 16 and 21 for 1889.....	67,312
Increase of 1890 over 1889.....	1,481
Total youths for 1890 (6--21).....	266,326
Total youths for 1889 (6--21).....	258,934
Increase of 1890 over 1889.....	7,392

## ENROLMENT.

Youths between 6 and 16 for 1890.....	168,631
Youths between 6 and 16 for 1889.....	163,127
Increase of 1890 over 1889.....	5,504
Youths between 16 and 21 for 1890.....	24,433
Youths between 16 and 21 for 1889.....	24,401
Increase of 1890 over 1889.....	32
Total enrolment for 1890.....	193,064
Total enrolment for 1889.....	187,528
Increase of 1890 over 1889.....	5,536

## AVERAGE DAILY ATTENDANCE.

Of Youths between 6 and 21 years for 1890.....	121,700
Of youths between 6 and 21 years for 1889.....	119,990
Increase of 1890 over 1889.....	1,710

## PER CENTAGE OF ATTENDANCE, &amp;C.

	1890	1889
Per cent. of enrolment based on Enumeration.....	72	72
Per cent. of average daily attendance based on Enrolment.....	63	64
Per cent. of average daily attendance based on Enumeration.....	47	46

## NUMBER AND GRADE OF SCHOOLS.

For 1890.....	High, 20;	Graded, 161;	Common, 4,784;	Total, 4,965
For 1889.....	High, 17;	Graded, 130	Common, 4,721;	Total, 4,868
Increase.....	High, 3;	Graded, 31;	Common, 63;	Total, 97

## AVERAGE LENGTH OF SCHOOL TERM.

For 1890.....	4 months and 17 days, or 97 days
For 1889.....	4 months and 16 days, or 96 days
Increase.....	1 day.

## TEACHERS.

Whole number employed, 1890.....	5,491
Whole number employed, 1889.....	5,341
Increase of 1890 over 1889.....	150
Average salary per month for No. 1 certificates, 1890.....	\$ 31 20
Average salary per month for No. 1 certificates, 1889.....	31 88

## EXPENDITURES FOR SCHOOLS.

1890.

General School Fund.....	\$ 286,981 33
Local Levies.....	1,008,183,65
Total amount expended for public schools, 1890 .....	\$1,295,164 98

1889.

General School Fund .....	\$ 377,327 38
Local Levies.....	938,373 65
Total amount expended for 1889.....	\$1,315,701 03

## COST OF EDUCATION PER CAPITA.

	1890	1889
Based on enumeration, including all expenses.....	\$ 5 07	\$ 4 89
Based on enrolment, including all expenses.....	7 01	6 71
Based on average daily attendance, including all expenses.....	10 95	10 62

## AMENDMENTS TO THE SCHOOL LAW.

It has frequently been suggested to me by members of the Committee on Education, that the work of preparing bills for needed amendments to the school law would be greatly facilitated if the State Superintendent would formulate, at least in outline, the various amendments and new legislation recommended by him. I have decided to comply to some extent with this request. And in so doing, I desire that what I submit to you for this purpose shall be considered simply by way of suggestion, and for the purpose of aiding the Committees on Education in getting the recommendations of the State Superintendent before the Legislature, where such have met with the approval of Committees.

## SCHOOL LEVY FOR MORE THAN FOUR MONTHS.

Section 41, authorizing Boards of Education, under certain conditions, to submit the question for more than four months' school to the voters of the district, names no limit for taking this vote, and on account of this fact, much confusion has arisen. No levy under this section should be allowed to be voted on after the first of August, which will give the assessor time to extend the levy upon his books. I therefore recommend that after the first sentence of this section the following words be inserted: Provided that no vote shall be taken upon this section after the first day of August of each year.

## APPOINTMENT OF TEACHERS BY TRUSTEES.

Trustees have in many cases entered into contracts with teachers before the beginning of the school year, and a few days before going out of office, thus depriving their successors of the authority of appointing the teachers for the year during which they act, which practice begets dissatisfaction and neighborhood dissensions. Section 13 should be so amended as to prohibit



trustees from making any contracts with teachers until after the first annual meeting of the Board of Education.

#### PAYMENT OF TEACHERS' ORDERS.

A careful statement of the defects of the law making provisions for the prompt payment of teachers' wages, was made in my biennial reports for 1885-6 and 1887-8. I quote the following from my last report to show the status of the teacher's order for salary as compared with county orders.

The teacher's order for salary is not placed on an equal footing with an order on the county treasury, which the sheriff is required "to endorse thereon or write across the face thereof, 'presented for payment' with the proper date, and sign the same; and the order, if it was due at the time of presentment, shall in such case be payable with legal interest from the said date." The sheriff should also be required to endorse the teacher's order, but the rate of interest should be greater and payable out of the sheriff's commissions. The complaints of the failure to be paid as the law directs are of long standing, and sec. 46 should be so amended as to secure the fulfillment of the intention of the law, by the imposition of proper penalties.

The law intends that the teacher's order shall be paid promptly, and the welfar of the free schools demand that the law should be so amended as to compel this to be done.

At the last regular session of the legislature, a bill to secure enforcement of the law in regard to the payment of teachers' wages was introduced and reached its second reading, and doubtless would have been passed but for the lack of time. The bill contained the following amendment to the last clause of section 46.

If he fail to account for and pay over, as required by law, any money which may come to his hands, or for which he is liable, judgment may be recovered therefor against him and his securities, with interest and ten per cent. damages; and upon the failure of such sheriff to pay any proper draft which may be drawn by the said board of education upon him, the person entitled to receive the sum of money specified in such draft may require the sheriff to endorse thereon, or write across the face thereof the words, "presented for payment," with the proper date and sign the same, and judgment upon motion therefor may be obtained against the sheriff before any justice of his county, or before the circuit court thereof, with interest from the time said draft was presented and ten per cent. damages, he having had at least ten days notice of the motion. *Provided*. That no sheriff shall be required to endorse any school order, nor shall suit be brought on any such school order prior to the first day of November of the current school year.

The enactment of this amendment is earnestly recommended.

#### SHERIFF'S COMMISSION.

The law regulating the amount of commission allowed the sheriff, on school levies and monies is badly in need of revision. There are two conflicting acts relating to sheriff's commission on school levies, section 52 of chapter 45 of the Code, and sec. 8 of chapter 49. This conflict can be removed by amending sec. 6 of chapter 30 so as to omit the proviso in said section, and by changing sec. 52, so as to read five per centum, instead of three per centum.

Owing to the existence of the proviso referred to in sec. 6 of chapter 30, exempting the sheriff from paying out of his commission, on State school, district school and building levies allowed the prompt tax payer under this sec., it will be seen, by referring to sec. 28, chapter 30 and sec. 8 chapter 49, that the sheriff receives two and a half per centum more for collecting certain amounts of the State and district school levies than for the same amount of State and district levies for other purposes.

There can be no reason, for this discrimination, which may be removed by an amendment as above indicated in sec. 6 of chapter 30.

Again, under the construction of the law by the Attorney-General, the sheriff is allowed five per cent. commission for receiving and paying out rail-road, district school and building taxes.

While the law thus allows this commission, it certainly was not the intention of the law that it should be paid. I recommend that the clause of sec. 46, chapter 45 be so amended as to read as follows: he shall receive no pay for receiving the State School fund and not more than two per cent. for receiving rail-road, district school or building taxes, and no pay for the disbursement of any school money.

I renew my earnest recommendation made in my last report for the amendment of this part of the school law.

#### CHILD LABOR.

The following is the text of a special act passed in regard to this subject in 1887:

"No minor, under twelve years of age, who can not read and write, shall be employed in any mine or in any factory, workshop, manufactory or establishment where goods or wares are manufactured; and in all cases of minors applying for work, it shall be the duty of the manager, superintendent, foreman or operator to see that the provisions of this section are complied with.

"2. Any manager, superintendent, foreman, or operator of such mine, factory, workshop, manufactory or establishment, and parents or guardians, allowing a child under twelve years of age, to work in violation of section first of this act, shall be deemed guilty of a misdemeanor, and upon conviction thereof, shall be fined not less than ten dollars nor more than twenty dollars for each and every such offense."

I have not been able to find that this law has received any attention whatever. Usually where legislation of this character has been enacted, it has been made the duty of certain officers to see that it was enforced.

The law should be amended so as to prohibit the employment of children between the ages of 6 and 14 in any kind of agricultural labor after the opening of the public schools, and until the same are closed in each sub-district in the State.

## REMOVAL OF SCHOOL OFFICERS FOR OFFICIAL DELINQUENCIES.

The provisions made by the school law to secure its enforcement are inadequate for this purpose.

The only school officers who can be promptly removed for failure to discharge official duties or for any other misconduct are trustees. Provision has been made for the removal of the county superintendent along with other county officers, but this is not sufficient since as a general rule immediate action is necessary in most cases of official misconduct of school officers and this can not be had under this general provision. To delay action in most cases till the meeting of the county court, is equivalent to giving no remedy at all. It is not clear that there is any provision at all for the removal of delinquent members of boards of education, officers charged with most important duties and possessing larger authority than all other school officers together. No one seems to have authority to compel these officers to discharge their official duties or to review and correct their action when not taken in accordance with the law, except in one or two minor cases, made appealable to the county superintendent, and in these cases so far as the law goes, they may refuse to respect the decision of the county superintendent.

There must be authority lodged with those who administer the free school system to enable them to execute the law. And this authority must reside within the system itself and not outside of it, just as our judicial system, through the various grades of courts is clothed with the necessary power to compel the administration of justice. Section 9 provides for appeal to the county superintendent, upon petition from the decision of the board of education in "changing the boundaries of a sub district or increasing or diminishing the number of the sub-districts in their district," but the county superintendent has no authority to compel the board to respect his decision. Sec. 35, provides that, "no school house shall be erected unless the plan thereof shall have been submitted to the county superintendent, and approved by him," and in this case boards may refuse, or neglect to comply with the law, as has been frequently done and there is no adequate penalty for such misconduct, or authority given to any officer, either school or judicial, to compel obedience to the law.

There are a number of cases in which appeal from the decision of the board of education to the county superintendent, should be allowed for review and correction, and in all cases the county superintendent, should be given the necessary power to compel boards to obey his decision or instruction, or otherwise the school law can not be enforced. The school law is still more defective in regard to the duties required of the State Superintendent.

Section 65 provides: "The State Superintendent shall be charged with the supervision of all county superintendents and free schools of the State, and see that the free school system is carried into effect."

How can he exercise any supervision over the official conduct of county superintendents, and see that the school law is carried into effect unless the necessary authority for this purpose be given him. Under section 64, he is expected to construe the school law and render decisions. For what purpose should this be done, if the county superintendent and other school officers, are not obliged to comply with his decisions?

Section 55 says: "The county superintendent shall at all times conform to the instructions of the State Superintendent of Free Schools, as to the matter within the jurisdiction of the said Superintendent." But the law has failed to give the State Superintendent the necessary power to enforce obedience to these instructions, and it is therefore at the option of the county superintendent to do so.

The school law has practically failed to give the necessary power to secure its own enforcement when school officers fail or refuse to perform prescribed duties.

The penalties that may be imposed under section 59 may be adequate for many local violations of the school law, but they are not sufficient to secure the general enforcement of the law, so far as relates to the duties of the county superintendent and State Superintendent.

When compared with the school laws of other States, I find our law quite defective in the necessary provisions to secure its full and complete enforcement.

I quote from the school law of a few States for the purpose of comparison on this point.

New York makes the following provision :

Whenever it shall be proven, to his satisfaction, that any school commissioner, or other school officer, has been guilty of any willful violation or neglect of duty under this act, or any other act pertaining to common schools or of willfully disobeying any decision, order or regulation of the superintendent, the superintendent may, by an order under his hand and seal, which order shall be recorded in his office, remove such school commissioner or other school officer from his office.

The State of Alabama :

The State Superintendent shall exercise a general supervision over all the educational interests of the State; and to this end, he shall have power to require from the county superintendents of education, township superintendents of public schools, and all other school officers, all such reports and information relating to the educational fund, or the condition of the schools and the management thereof, as he may deem important or as may be prescribed by law; and he may remove from office any such officer for failure to make such report, give such information, or discharge any other official duty.

California makes the following provision :

2. Whenever any complaint in writing, duly verified by the oath of any complainant, shall be presented to the District Court, alleging that any of the officers, or other persons referred to in section one of this Act, have, within the jurisdiction of said Court, been guilty of a violation of the provisions of said section, or of any other statute or statutes of this State which have been or may hereafter be passed for their government and control, or prescribing or defining their duties and powers, it shall be the duty of said Court to cite the party or parties charged to appear before him on a certain day not more than ten nor less than five days from the time when said complaint shall be presented, and on that day, or some subsequent day not more than twenty

days from that on which said complaint is presented, shall proceed to hear in a summary manner, the complaint and evidence offered in support of the same, and the evidence offered by the party or parties complained of; and if, on such hearing, it shall appear that the charge or charges contained in said complaint are sustained, the Court shall enter a decree that said party or parties complained of shall be deprived of his or their office or position, and shall enter judgment for one hundred dollars in favor of the complainant, and for such costs as are allowed in civil cases.

3. This Act shall not be construed to repeal or impair the provisions of any other Act concerning officers in force at the time of the passage hereof, but shall be construed to be a cumulative remedy for the enforcement of official duty, and not otherwise.

#### TEACHERS' CERTIFICATES.

I find that two clearly defined defects have been developed in the general law governing the examination and certification of teachers. The first is that the grades number one, two and three and the certificate good for four years are all granted upon an examination in the same branches and at the same time. This fact, taken in connection with the scale upon which they are based, does not make a fair distinction among the four grades of certificates, there being but a slight difference in some cases between a number three and a number two, and likewise between a number two and a number one, and between a number one and the certificate good for four years.

The second defect is that the holders of the first three grades of certificates must all undergo an annual examination, which is a great annoyance to the qualified teacher, besides being quite expensive. But the worst of all is, that it does not encourage teachers to make more thorough qualifications. A judicious system of examination should make clear distinctions between the different grades of qualifications, and offer inducements for teachers to rise to the highest standard of qualifications fixed by the State.

I am thoroughly convinced that in the examination of teachers the theory and art of teaching is not given sufficient prominence, and that it is altogether too easy a thing for a mere boy or girl to secure a license to teach a free school and the position of teacher also.

I recommend that the course of reading and study suggested in connection with the institute work be made compulsory upon every teacher who is not a graduate of some Normal School or training school for teachers.

I desire to offer the following suggestions for the basis of a general law for licensing teachers in the free schools. Provision should be made for uniform examinations throughout the State. Examinations for each grade should be upon a different basis, and not more than two grades of certificates should be issued at the same examination. The requirement of the present law that but two general examinations shall be held annually at which all applicants shall be examined renders it practically impossible to do careful and thorough work, whereas the greatest care should be used in the licensing of the teachers in the free schools.

The third grade certificate shall be granted to applicants who shall pass a satisfactory examination, with an average of 70 per cent. in the branches required to be taught in the primary free schools, and be made valid for a period of one year, and be re-issued only upon examination and then not to the same applicant more than twice.

The second grade certificate shall be issued to all applicants who shall pass an examination upon all the branches required to be taught in the free schools and civil government and book-keeping and the theory and art of teaching and obtain a general average of 80 per cent. which shall be valid for a period of two years and be re-issued only upon re-examination.

The first grade certificate shall be issued to all applicants who shall pass an examination with an average of 87 per cent. in all branches required for a second grade certificate and in addition thereto Algebra, Elementary Physics and the School Law, which certificate shall be valid for a period of four years, and shall be reissued without an examination, provided the holder has taught two years on said certificate.

These suggestions are in accordance with the laws which are now most generally adopted in other States, and also with the practice approved by leading educators throughout the United States. I believe that if our law should be so amended as to include these suggestions, we would secure a better qualified class of teachers, and the law would be far more satisfactory than the present law.

I append here a table showing the per cent. of teachers holding number one, number two and number three certificates, for the year 1890. An inspection of this table will show that the standard for a number one certificate must differ widely in different counties and in some counties is rather low. A system of uniform examination would, in my judgment, do much toward elevating the standard of scholarship throughout the State.

*A Table Showing the Per Cent. of Teachers Holding No. One, No. Two and No. Three Certificates by Counties for the Year 1890.*

COUNTIES.	No. One.	No. Two.	No. Three.
Barbour.....	78	21	2
Berkeley.....	87	12	1
Boone.....	68	26	6
Braxton.....	67	29	4
Brooke.....	90	8	2
Cabell.....	80	20	
Calhoun.....	70	21	9
Clay.....	84	13	3
Doddridge.....	89	29	32
Fayette.....	74	24	2
Gilmer.....	91	6	3
Grant.....	45	88	17
Greenbrier.....	74	23	3
Hampshire.....	49	46	5
Hancock.....	70	24	6
Hardy.....	68	17	15
Harrison.....	96	3	1
Jackson.....	63	25	12
Jefferson.....	95	5	
Kanawha.....	90	10	
Lewis.....	88	11	1
Lincoln.....	61	85	4
Logan.....	51	40	9
Marion.....	75	24	1
Marshall.....	80	20	
Mason.....	90	10	
Mercer.....	57	89	4
Mineral.....	57	32	11
Monongalia.....	78	27	
Monroe.....	66	29	5
Morgan.....	80	11	9
McDowell.....	85	15	
Nicholas.....	75	24	1
Ohio.....	90	10	
Pendleton.....	50	34	16
Pleasants.....	53	30	17
Pocahontas.....	57	87	6
Preston.....	50	39	11
Putnam.....	82	18	
Raleigh.....	75	18	7
Randolph.....	52	41	7
Ritchie.....	50	40	10
Roane.....	74	23	3
Summers.....	83	13	4
Taylor.....	71	27	2
Tucker.....	60	39	1
Tyler.....	47	40	13
Upshur.....	79	21	
Wayne.....	65	30	5
Webster.....	71	27	2
Welzel.....	71	27	2
Wirt.....	85	13	2
Wood.....	80	19	1
Wyoming.....	66	32	2
Wheeling City.....	97	3	
Charleston City.....	90	10	
Huntington City.....	70	27	3
Martinsburg City.....	90	5	5
General Average.....	72	23	5

**THE FREE SCHOOLS MUST BE MANAGED IN ACCORDANCE WITH SOUND  
BUSINESS PRINCIPLES.**

The public school system of this State is a great business enterprise organized and managed by the people and if it is to be efficient it must be managed, from beginning to end on business principles. In this country where not only the perpetuity of our civil, political and religious institutions, but our material progress and prosperity depend upon the intelligence and virtue of the people, surely our system of public schools may justly be regarded as one of the most important of all our institutions; it is certainly the most costly.

How best to administer this system must ever remain a question of supreme interest to the people of this State. And to secure this best management, we can not rely alone upon public sentiment and the common interest all feel in education, but as the success of any business enterprise is conditioned upon the application of sound business principles in its management and operation, so our system of public schools being a business enterprise will increase in its efficiency and usefulness in proportion as the people are willing to enforce its management upon strict business principles.

If it is necessary to the success of any ordinary enterprise that those having control of its management, shall be competent, skillful and faithful, much more so is this true with regard to our system of public schools, where the undertaking is so comprehensive, and the interests involved are of infinite importance.

The education of two hundred and sixty-six thousand children requiring the employment of five thousand, four hundred and ninety-one teachers, at an annual expense of about one million and a quarter dollars, is a simple statement of the magnitude of this State enterprise; and yet, this is not all it involves. The people have a permanent investment in school property amounting to \$2,483,528.

Will any one dare to say that any private corporation would invest this amount of money in any enterprise, with an annual expenditure of nearly an equal amount of money and not provide for the most careful and skillful management and supervision of every division and department of it? And yet is there any private business enterprise in the magnitude of the interest involved to be compared to the right education of all the children of a great State?

It should be understood that in speaking of applying business principles in the management of our public school system we do not refer simply to the expenditure of money by boards of education for the payment of teachers' wages and the building of school houses. So far as the mere expenditure of money goes there is no lack of economy. Extravagance in the expenditure of money can not often be charged against public school officers. It is of the greatest importance that all this work be economically and



carefully transacted, but the laying of levies, and the building of school houses, and the disbursement of monies, is only a part of the work to be done in the wise administration of a system of schools. *The management of the schools when established so as to insure the highest efficiency in the education of the children is the paramount question.*

To secure the highest efficiency and bring the free schools under a systematic management, two things are essential: First. They must have professional supervision. The mass of our school officers are good reliable citizens, who discharge their duties in most cases as well as they know how, and who desire to see the schools made better. But the work of teaching is a professional work, and efficient service as a teacher or as the supervisor of the teacher's work, requires special qualifications and experience, as the guarantee of efficiency. The history of the public school thus far has proved that we can not rely upon the unpaid and unskilled service of boards of education and trustees, however faithful they may be, to supervise the teaching of the public schools. The constant oversight and care of a skilled supervisor is necessary to secure an efficient school system. There is a proper work for boards and trustees, but it is not the supervision of the work of the school room.

Perhaps four-fifths of the entire school population of this State are in the country and village schools, and these schools are without any systematic course of study and practically without any supervision at all. The provision of our school law requiring the county superintendent to visit each school in his county at least once each year does but little good, because it does not go far enough. It is not efficient supervision in the ordinary business sense of that word. If we are to get satisfactory results from the teaching in these schools, the State must take a firmer and more business like hold of the work.

To secure efficient supervision for the country schools, two things are absolutely necessary:

1. The office of county superintendent must be paid sufficient salary to command the services of men of good ability and qualifications, who should be required to devote their entire time to the interests of their work. At present the county superintendent gives but a small portion of his time to the duties of his office. The question of salary is the key to the problem of supervision, for without adequate pay for the character of the work to be done it is idle to expect to secure efficient supervision. The many inviting and lucrative positions open to talent and qualifications in this age render it practically impossible to obtain men of the requisite ability and scholarship for this office unless the State be willing to pay fair salaries.

The duties to be discharged by this office require good executive ability, broad scholarship in addition to special qualification, and the State should offer salaries large enough to command them. Although equal in public importance and labor, if efficiently per-

formed to either the office of clerk of the circuit court, county court, sheriff or prosecuting attorney, still the office of county superintendent of schools is paid an average salary of about one-fifteenth of the average salary of the above named county officers.

2. The second thing necessary to secure efficient supervision after adequate pay is the investment of this office with the proper authority. The functions of this office are executive, as well as advisory, and it must be clothed with the necessary authority to execute the law and discharge prescribed duties. These duties should be plainly laid down, and the qualifications of eligibility carefully defined so as to guard against incompetency as far as possible. One superintendent can not properly supervise all the schools in many of the larger counties, and therefore provision must be made for the election or appointment of assistant superintendents.

#### UNIFORM GRADED COURSE OF STUDY.

The second thing necessary to give an efficient management to our free school system is a uniform graded course of study for the ungraded country and village schools. This course of study should be adopted by the State. As the law now stands each teacher determines the course of study for his school and on account of the transitory character of the teacher's term of service, the course of study is re-organized each year and in some cases oftener, which must inevitably result in great waste of time and labor to the school.

The necessity of providing the ungraded country schools with a uniform course of study has not been under consideration for more than twelve or fifteen years in the United States, but on the Continent of Europe, the country schools of the most advanced nations are as carefully graded and supervised as the schools of the large cities. However, the importance of this work is now being rapidly recognized in America and within the past five years, a number of States, among them, Indiana, Illinois, Iowa, Wisconsin, Minnesota and Michigan have put in operation a uniform course of study for their ungraded schools.

During the session of the legislature for 1879, the following bill was introduced and adopted by the Senate, but was lost in the House:

"The State Superintendent shall prescribe a regular course of primary instruction to be followed in the schools throughout the State, arranging the order in which the several branches shall be taken up and studied, and the time to be devoted to them, respectively, with provision for advancement from class to class, also for the examination and graduation of all pupils who satisfactorily complete the prescribed course. He shall in like manner prescribe a course of study to be adopted in graded and high schools."

If a suitable course of study had been adopted ten years ago, as contemplated by this bill, we feel sure that our free schools would be doing far more efficient work than they are to-day.

The following are some of the advantages to be derived from putting these schools under systematic management:

(1) A uniform course of study would be an important means in securing effective supervision. Indeed, I do not see how supervision can be had, where the schools are not provided with some kind of an orderly plan of work.

(2) It would tend to increase the teacher's term of office, which would be a great gain to the schools, and also lessen the injurious effects of the frequent change of teachers by preserving from year to year the classification of the school.

(3) The pupils' work, on account of regular classification and grading, would be connected and continuous.

(4) Pupils would be stimulated and encouraged to take up and complete the entire free school course.

One of the chief defects of the work of the public school is its fragmentary character. Every pupil should before leaving the public school study at least these six fundamental branches of knowledge, namely, Reading, Writing, Arithmetic, English Grammar, Geography and History. On account of the lack of a proper grading and classification of the work to be done, which would require each branch to be taken up at the proper time and in the proper order and to receive its due share of time and no more, it frequently happens that the entire school life of the child is spent upon two or three branches, usually reading, writing and arithmetic. There is ample time in every pupil's school life for the study of the six fundamental branches named. Effective supervision in connection with a uniform course of study, would do much to correct this fragmentary work, and in the same number of years of school life as before, increase the amount of work done, besides giving the child a more complete and far better preparation for citizenship and all the duties of life. There are other advantages that attach to the adoption of a course of study, but it is needless to name them here.

I give the following table compiled from the statistics of 1890, to show the comparatively limited number of an enrolment of 193,064 who study all the six fundamental branches and Physiology:

Reading .....	131,885
Writing .....	113,212
Arithmetic.....	117,528
Geography .....	44,971
Grammar .....	30,334
History .....	19,692
Physiology .....	17,081

Elsewhere is published in this report a uniform graded course of study which has been prepared by a committee of prominent educators, who were appointed for this purpose by a State convention of school officers and teachers held at Parkersburg, August, 1890.

I urgently recommend the adoption of this course of study by law, or that the State Superintendent be empowered to prepare a course of study for this purpose.

## TEACHERS' INSTITUTES.

In my last biennial report I discussed at some length the demand for a change in our present plan of conducting teachers' institutes.

The necessity for institutes arises from the fact that a large number of those engaged as teachers in the free schools are not professionally qualified for their work. Annually a considerable number of young men and young women possessing but little or no knowledge of the theory and art of teaching pass from the position of pupil to that of teacher, and perhaps this takes place in the same school. And before they have acquired skill in teaching at the expense of pupils and people, they pass out of the work to enter some more agreeable and inviting work, and another equally inexperienced body of boys and girls take their places. Thus is much of the teaching in our public schools carried on, notably in our country schools.

To remedy the evils of this condition of things in our public schools is one of the objects of compulsory attendance at the annual session of the teachers' county institute.

The objections to these institutes as conducted under the present law are (1) that there is no provision to relieve from further attendance those who have satisfied all requirements of the law as to their general and professional qualifications to teach, (2) that with the limited funds to pay instructors, it is impossible to grade the work so as to give instructions suited to the needs of both inexperienced and advanced teachers.

In my opinion our institutes would be greatly enhanced in their usefulness, if the State Superintendent was required by law to arrange a graded course of institute work covering at least a period of two years. This graded course of work should include a course of reading and study in connection with the annual institutes and no person not a graduate of some reputable training school for teachers should be permitted to apply for a teacher's certificate to teach in the free schools of this State who had not completed the institute course and passed a satisfactory examination thereon.

By thus grading the institute work, and relieving those who have satisfactorily completed it from compulsory attendance, the number attending each annual institute would be greatly reduced and instructors would be able to do much better work.

## INSTITUTE WORK FOR 1889 AND 1890.

In 1889 forty-five county institutes and twelve special institutes of five days each, were held, with a total enrolment of six thousand two hundred and thirteen and an average daily attendance of five thousand two hundred and eighty-three. The special instructors employed for this year were Dr. W. H. Payne, President of the Peabody Normal College at Nashville, Dr. N. C. Schaeffer,

President of the Kutztown State Normal School of Pennsylvania and Prof. E. S. Cox, Superintendent of the Public Schools of Chillicothe, Ohio.

In 1890 fifty-seven county institutes and two special Peabody institutes were held, with an enrolment of six thousand two hundred and twelve, and an average daily attendance of five thousand five hundred and fifteen.

A special institute of two weeks in length was held at Parkersburg for the benefit of county and local institute instructors, and for teachers desiring to avail themselves of advanced institute instruction.

The instructors of this institute were Dr. W. H. Payne and Dr. Larkin Dunton, Head-master of the Boston Normal School.

#### COMPULSORY SCHOOL ATTENDANCE.

What is the object of the free school system? Is it to secure to every child that elementary education, which is essential to good citizenship, or is it simply to give every child the opportunity to secure it? If the former view be the correct one it may be wise to consider the question whether this elementary education can be made secure to each child, unless the State shall make attendance at some suitable school compulsory between certain ages and for a specific period of time each year.

Compulsory school attendance is the fixed educational policy of all the most advanced governments of Europe, whether republican or monarchical.

In the United States there has been a gradual recognition of the necessity for the adoption of compulsory attendance at the public schools. This is seen in the enactment of laws prohibiting child labor and in the establishment of reform schools and in the adoption within the past few years, of compulsory attendance at the primary schools by more than one half of all the States.

It is just to say that compulsory laws have not always operated with perfect satisfaction. Against all compulsory legislation in this country, no matter how necessary and just, it is a very easy thing to work up prejudice and opposition.

For this reason compulsory education will continue to have its reverses, but if popular education becomes universal, compulsory attendance must be made the fixed policy of the free school system. It is becoming more and more apparent each year that without compulsory education, the public schools most signally fail to reach that very class of children which would not receive an education, if there were no free school system.

I learn by correspondence with school principals and superintendents that a very considerable per cent. of the school youth in a number of towns do not attend any school but are idle and in the streets.

In many sections of the State there is a strong sentiment in

favor of compulsory attendance and I believe a judicious law would be enforced, and approved by the people.

There being no provision of law for ascertaining the number of youths under twenty-one years of age enrolled in the private and denominational schools of the State, it has not been possible to report the actual number of youths each year not enrolled in any school. In order that this fact might be known, I have secured by an extensive correspondence, and careful investigation the enrolment of school youth in all private and denominational schools in the State classified between the ages of 6 and 16 and 16 and 21, for 1890.

I submit the following report which is correct within a very small number.

#### ENUMERATION OF SCHOOL YOUTH FOR 1890.

Between the ages of 6 and 16.....	197,533
Between the ages of 16 and 21.....	68,793

#### NUMBER ENROLLED IN THE FREE SCHOOLS.

Between 6 and 16 .....	168,681
Between 16 and 21.....	24,433
Total between 6 and 21.....	193,084

#### NUMBER ENROLLED IN THE WEST VIRGINIA UNIVERSITY AND THE STATE NORMAL SCHOOLS.

Between 6 and 16.....	111
Between 16 and 21.....	375
Total between 6 and 21.....	486

#### NUMBER ENROLLED IN CATHOLIC PAROCHIAL SCHOOLS.

Between 6 and 16 .....	2,209
Between 16 and 21.....	51
Total between 6 and 21 .....	2,260

#### NUMBER ENROLLED IN EPISCOPAL PAROCHIAL SCHOOLS.\*

Between 6 and 16 .....	113
Between 16 and 21.....	37
Total between 6 and 21.....	150

#### NUMBER ENROLLED IN ALL OTHER SCHOOLS, PRIVATE AND DENOMINATIONAL.

Between 6 and 16.....	653
Between 16 and 21.....	585
Total between 6 and 21.....	1,238

#### SUMMARY.

Total enumeration of the State between 6 and 16.....	197,533
Total enrolment in all schools private, and State, between 6 and 16 .....	171,717
Total number not enrolled in any school, between 6 and 16 .....	25,816
Total enumeration for the State between 16 and 21.....	68,793
Total enrolment between 16 and 21 in all schools.....	25,491
Total not enrolled in any school, between 16 and 21 .....	43,302

\*Whole number only reported, and proportion as to 6-16 and 16-21, estimated.

The following is the text of the compulsory bill introduced at the last session of the Legislature but was not adopted:

1. All parents and those who have the care of children shall instruct them or cause them to be instructed in reading, writing, spelling, English grammar, arithmetic and geography. And every person having under his or her control a child between the ages of eight and fourteen years, shall cause such child to attend some public or private school at least sixteen weeks in each year, eight weeks at least of which attendance shall be consecutive, and for every neglect of such duty the person shall forfeit a sum not exceeding twenty dollars to the school fund of the State, to be recovered in a summary proceeding before any mayor or justice of the peace, *Provided*, That if the child is destitute of clothing suitable for attending school and the person having it under control is unable by reason of poverty to provide such clothing, or if the physical or mental condition of such child is such as to prevent attendance at school or application to study, such penalty shall not be incurred.

2. Children living remote from any public school in the district in which they reside may be allowed to attend the public school in an adjoining district, under such regulations and on such terms as the school commissioners of said district may agree upon and prescribe.

3. In every case arising under this act, where the parents, guardian or other persons having control of any child between the said ages of eight and fourteen years is unable to provide such child for said sixteen weeks with the necessary text-books to enable such child to attend school for said period, and shall so state in writing to the board of school commissioners of the district, the said commissioners shall, after satisfying themselves of the truth of such statement, provide said text-books, and the expense of the same be borne by the school district in which the books are furnished.

4. The board of school commissioners in the cities and school districts of each county shall annually, at their first meeting in July, elect one or more persons to be designated truant officers, and removable at their pleasure, and who shall enquire into all cases of neglect of duty prescribed in section one and ascertain the reason therefor and such truant officers or any one of them shall prosecute in the name of the city, town or district and in the manner indicated in section one (1) any and all persons liable to the penalty provided in said section.

5. Boards of school commissioners in any city, town or district, neglecting to elect truant officers, and truant officers neglecting to prosecute when directed, as required by law, shall forfeit not less than five nor more than (\$20) twenty dollars for each offense to the use of the school fund as aforesaid, and the compensation and traveling fees of such truant officer shall be the same as now established for constables in the service of a criminal process and paid out of the school fund.

6. Each week's failure on the part of any one to comply with the provisions of section one shall be a distinct offense, punishable with a fine not exceeding five dollars, and all offenses concerning the same child shall be charged in separate counts joined in one complaint. When a complaint contains more than one count the court may give sentence on one or more, and suspended sentence on the remaining counts. If at the end of ten weeks from date of the sentence, it shall appear that the child concerned has attended school regularly during that time, then judgment on such remaining counts shall not be executed. Every truant officer shall be in duty bound to investigate every report of truancy in writing made to him by a member of the school board, superintendent or teacher of public schools in his district, and if such charges of truancy be well founded and his failure to proceed shall be construed as a neglect of duty, he shall be punished as provided in section five (5).

7. It shall be the duty of the county, city or district superintendents to ascertain by visitation, examination or otherwise whether the children between the ages of eight and fourteen years attending any private or public school within their respective districts are receiving adequate instruction in the branches of reading, writing, spelling, English grammar, arithmetic and geography as specified in the first section of this act.

8. The school boards of each city, town or district shall from time to time adopt such provisions, rules, arrangements and regulations for the enforcement of the provisions of this act not conflicting therewith as shall to them appear fitting.

9. This act shall go into effect on the 1st day of July, 1889.

## SCHOOL ATTENDANCE.

There is no provision of law in this State for ascertaining the number of school youth enrolled in private or parochial schools, and it is therefore impossible to ascertain the number of children who are receiving no educational training, and also to know the real educational condition of the people of this State.

I recommend that some provision be made by which all private and parochial schools may be required to report their annual enrolment to this department, so that a public record can be kept from year to year showing the actual educational condition of the State.

## INEQUITY OF PRESENT POLICY OF TAXATION FOR SUPPORT OF FREE SCHOOLS.

The free school system is a State interest and not a local interest. The plan of levying taxes for the support of these schools should therefore be so arranged as to bear as equitably as possible upon every section of the State and provide as the Constitution contemplates shall be done, for giving every section the benefit of a "thorough and efficient system of free schools."

The Constitution declares that:

"The Legislature shall provide for the support of Free Schools, by appropriating thereto the interest of the invested 'School Fund,' the net proceeds of all forfeitures and fines accruing to this State under the laws thereof; the State capitation tax; and by general taxation on persons and property or otherwise. It shall also provide for raising, in each county or district, by the authority of the people thereof, such a proportion of the amount required for the support of Free Schools therein as shall be prescribed by general law."

The rate of general tax has been fixed at ten cents on the hundred dollars valuation of property, which together with the amount derived from forfeitures and fines and the capitation tax does not amount to enough to pay one fourth of the annual expenses of the free school system. The residue of this sum is derived from a local tax limited to the school district. This plan of raising the revenues for the free schools makes the burden of taxation fall very unequally upon different sections of the State, but this inequality has been wonderfully increased by allowing the rich and densely populated sections of districts to be set off for independent districts and thus relieved largely from the burden of the local school tax. And even the inequality of the independent district has been added to by an act passed in 1889, allowing any sub-district to lay a special levy to be added to its share of the district levy thus encouraging the richer sub-districts to provide for themselves and to oppose an increase of the district levy.

The inevitable tendency of this character of legislation is to give one half of the people "thorough and efficient schools," and require the other half to provide just such schools as they may be able to do.

The present policy of limiting the local tax to the school district,



and independent district, throws all the benefit to be derived from railroads and other corporate interests into a few districts, enabling these districts with a mere nominal levy to have eight or ten months' school and thus make it practically impossible for some districts to have three or four months' school by levying up to the maximum limit of the local tax. This policy, it will be seen, serves to relieve the wealth of the State, and places the heaviest burden of taxation for the public schools upon the small property owner.

I give below a table showing the levy upon the one hundred dollars valuation of property for the teachers' fund in a number of the poorer and more thinly populated counties, and also the richer and more densely populated counties to show the inequity of the present local levy, and also the inability of many districts of the State by such a levy to have efficient schools:

NAME OF COUNTY.	Average Local levy Teachers' Fund.	Average Length of School Term in Days.
Boone.....	cts. .48	70
Clay.....	.45	76
Logan.....	.40	68
McDowell.....	.36 7	80
Raleigh.....	.44 2	70
Wyoming.....	.48 5	55
Brooke.....	.28	148
Hancock.....	.29	129
Jefferson.....	.17 8	180
Ohio.....	.80	155
Marshall.....	.22 6	128
Mercer.....	.42	92
Monongalia.....	. 175	90

It seems impossible with the present plan of supporting the free schools to secure an efficient system throughout the State.

The remedy for the inequality of the school levy may be found either by changing the local levy from the district to the county, or by increasing the State school levy, or by doing both.

As the law now stands the independent school districts have nine and ten months of school with an average levy of about twenty or thirty cents on the hundred dollars. A slight increase of the State levy and a county local levy would do much toward increasing the length of the school term and equalizing the burden of the school tax.

The constitution gives ample powers for this improvement.

#### PUBLIC SCHOOL TEXT-BOOKS.

The present contract regulating the purchase and sale of free school books will expire on the first day of July next and therefore some legislation will be needed on this subject at the coming session of the Legislature.

The law providing for a State contract for free school books and

fixing the maximum price at which they must be sold to the people, was enacted in 1879 and will have been in operation eleven years the first of July next. The contract was renewed in 1885 for a period of five years and in 1890 for one year.

The question of regulating the adoption and fixing the prices of free school books and of determining the manner in which they shall be supplied to the people is one of very serious importance both educationally and financially.

Since the adjournment of the last session of the Legislature, I have endeavored by correspondence with the school officers of other States and the examination of State and other reports on this subject to learn something of the plans adopted by different States and the operation of the same. I find the following to be those most generally adopted.

1. The selection of books by districts; usually for a period of three or five years, the people being compelled to purchase the same at such prices as they are sold in open market.

Another form of district adoption is where the board of education is authorized to purchase books and rent or sell to the pupils. One objection to this form of the district plan is that patrons moving from one district to another are compelled to buy new books. There are others equally strong.

2. The free text-book plan; under which boards of education purchase all books and allow pupils the free use of the same. Where this plan has had a fair trial it has given excellent satisfaction, and it is shown to be the most economical, while at the same time securing the best results in the school room by enabling teachers to grade and classify their schools without delay. No time is lost for the lack of proper books. The main objection to this plan is the difficulty in securing the proper care of books. I cannot recommend it as well adapted for general adoption in this State.

3. The purchase or manufacture of books by the State. The manufacture of books has been tried by one State only—California, and so far as I am able to get information, this has been a very costly experiment, and not very satisfactory.

The plan of purchasing school books by the State and supplying them to the people through school officers has in my opinion serious objections. In the first place, the school officers are often very inconveniently located for accommodating the patrons of the district. Again, this plan has generally proved more expensive than distribution by the regular channels of trade requiring as it does a complicated system of accounts, which is certainly very objectionable.

State Superintendent La Follette, of Indiana, a State in which this plan is now in operation, writes under date of October 28 : "The prices named in the statute are the cash prices paid by the patrons of the school for the books, but in addition to this, must be added the per diem of school officers, which per diem is paid out of the treasury of the school corporations and raised by taxa-

tion. This expense will more than offset any saving in the price of books."

Nowhere, except in towns and cities, can the plan of distribution by school officers be made anything like satisfactory, and only in the country when the books are furnished free and are supplied in quantity to each school.

4. The only remaining plan that I shall notice, is that known as State adoption, modifications of which have been tried in this State, Virginia, Louisiana, Kentucky, Washington and other States. Under this plan the State selects the books that shall be used throughout the State, and regulates by contract the maximum price at which the books shall be sold to the merchants or boards of education, and by these to the people.

This plan has given very general satisfaction in this State. The objection that has been urged against it is, that merchants in some instances, because of the small profit allowed have refused to handle the books, and patrons have been obliged to order direct from the publisher, or rely on the boards to supply the schools of the district. However, there has been but little complaint on this account. I am convinced that for the State generally, this plan offers more advantages, and possesses fewer objections than any other.

In recommending the continuance of this plan for this State, I would suggest that provision be made for a sufficient number of State depositories of all books adopted for use and so located that books can readily be obtained by the retail merchants.

The introduction of new editions during the term of the contract should be forbidden by law.

I also suggest the wisdom of making some provision for the selection of supplementary reading for towns and districts having a longer term than seven months and the exemption of the larger cities from the general law.

The primary text-books now in use are first class books, and I recommend their continuance if satisfactory arrangements can be made.

The list of higher class books named in section fifty-eight of the School Law should be revised.

#### PEABODY FUND.

The trustees of the Peabody Education Fund have continued during the past two years the generous aid heretofore extended to this State from this Fund. The State Normal Schools and teachers' Institutes are made the beneficiaries of the amount appropriated, the Institutes receiving the larger portion of it.

#### PEABODY SCHOLARSHIPS.

Eight Peabody scholarships are assigned to this State in the Peabody Normal College of the Nashville University. These af-

ford splendid opportunities to young men and young women of West Virginia who desire to fit themselves for the highest usefulness in the free school work. The appointments are made upon a competitive examination, the questions being furnished by the president of the college. In 1889 appointments to fill seven vacancies were awarded to the following persons: First Congressional District, Miss Venie J. Lee, Second Congressional District, O. J. Maxwell and E. E. Mercer, Fourth Congressional District, John N. Simpson and Frank L. Burdett, Third Congressional District, W. W. Smith and C. J. Alderson.

In 1890 the appointment to fill one vacancy for the First Congressional District was awarded to J. C. Duffy. I am glad to be able to report that the students from this State rank high in scholarship and in general standing.

Hon. J. L. M. Curry the general agent of this Fund is a zealous friend of our educational interests, and in him I find a wise counsellor on all educational questions.

#### EDUCATIONAL EXHIBIT AT THE WORLD'S COLUMBIAN EXPOSITION.

It is of the greatest importance that a suitable educational exhibit be made by this State at the World's Fair to be held at Chicago in 1893, representing all the educational interests of the State. Considerable time will be required to make the necessary preparation and I therefore recommend that the necessary provision be made for this purpose at this session of the Legislature.

#### STORER COLLEGE.

Under the efficient management of Prof. N. C. Brackett this institution is doing a noble work for the education of the colored people of this and adjoining States. The accommodations of the school in buildings and grounds are ample. The present need of the school is funds for the purchase of apparatus and machinery for the operation of the mechanical and other departments. A number of branches of manual training, such as carpentering and sewing have already been introduced, and I am informed that others will at an early day be provided for.

The enrolment for 1890 was two hundred and seventy-four, seventy five above the enrolment of 1888. The number of students appointed for 1890 from West Virginia was fifty-two, and the number of graduates was seventeen.

#### STATE CONVENTION OF SCHOOL OFFICERS AND TEACHERS.

In April, 1890, I sent out the following circular, for the purpose of advising with school superintendents, principals and teachers, in regard to the propriety of holding a State Convention of school officers and teachers, to discuss the condition of free school work and consider measures for its improvement. Having received a

generous and encouraging response to the circular, I arranged in accordance with the expressed wishes of a large number of prominent teachers, superintendents and principals, for the holding of the convention at Parkersburg in connection with a Special Peabody Institute, beginning August the 11th. A brief report of this convention, including the resolutions and recommendations, is published in this report :

## CIRCULAR.

DEPARTMENT OF FREE SCHOOLS,  
STATE OF WEST VIRGINIA,  
CHARLESTON, April 15, 1890. }

*To County and City Superintendents, Graded School and High School Principals and to all who desire to apply for County Institute work in 1891.*

I desire to advise with you in regard to (1) the most suitable place of holding a Special Peabody Institute of two weeks in length to begin the 11th day of August, for the benefit of those who wish to become instructors in county institutes, and to aid county superintendents who are charged with the duty of assisting in this work ; (2) to ask your views and suggestions in regard to the propriety and wisdom of holding, in connection with this institute a convention of county and city superintendents and other school officers for the purpose of taking steps to prepare a manual and course of study for use in the ungraded schools throughout the State.

It is of the highest importance that the institute work be done just as far as practicable by those who have fitted themselves for it by a special preparation and it is my intention to employ only those who are willing to go to the trouble and expense of making this special preparation.

To afford superior facilities to those who desire to engage in the institute work of the State is one of the objects of this institute.

In view of the necessity of improving our country and village schools, I regard this an opportune time for a convention of school superintendents and other school officers to discuss "ways and means" for accomplishing this work.

In my opinion, the most available means of increasing the efficiency of our ungraded schools will be through the adoption of a manual and graded course of work, and better supervision, and to secure the latter there must be some new legislation enlarging the duties of the county superintendent, and providing for district supervision, or for assigning to assistant superintendents a smaller division than a county.

It is important that these questions and other closely related matters such as the improvement of our institute system and the methods of conducting teachers' examinations be discussed in a convention of school officers, so that some general conclusions may be reached, and a course of action be adopted.

To achieve success we must have concert of action throughout the State.

If a convention of the county and city superintendents shall decide in favor of the adoption of a course of study and shall appoint a committee to aid me in its preparation I will publish and distribute it along with the school blanks to every teacher and school officer in the State.

Realizing each year the necessity and value of more organized effort and interest among the teachers and school officers of the State, I hope that this convention may result in a permanent organization to be called the State Association of City and County Superintendents.

As instructors of the institute I have already secured the services of President W. H. Payne, of the Peabody Normal College of Nashville, Tennessee, and Dr. Larkin Duntton, Head Master of the Boston Normal School. These men are instructors of national reputation and standing.

In due time a programme of the work will be published embracing such subjects as will afford teachers the highest institute advantages ever offered in the State, and those receiving this circular are requested to give due announcement of these facts in all the county institutes and other educational gatherings throughout the State.

I shall be glad to have your views on the subjects submitted for your consideration at as early a date as possible and in your reply please answer the following questions:

- (1) Where do you suggest as the best place for holding the institute?
- (2) Do you favor the convention of county and city superintendents herein suggested?
- (3) If so, what days of the institute do you suggest as the time for the convention, not to occupy more than one day and a half and one night?
- (4) Will you attend, and will you prepare a paper on some appropriate subject to be read before the convention?

Very truly, your obedient servant,

B. S. MORGAN,  
State Sup't.

#### CONCLUSION.

The perfecting of the organization of the free school system lies in the direction of a more efficient management of the ungraded schools and the enactment of more effective laws for the establishment of free public high schools and their articulation with the higher educational institutions of the State.

To improve the ungraded schools it will be necessary to increase the length of the school term, to give them authoritative and responsible supervision, and to provide for a better system of teachers' examinations.

The suggestions and recommendations that have been presented in this report as a basis of legislation to secure some of these improvements have been made after careful study and investigation. I am proud to report that I find everywhere throughout the State, a spirit of educational progress among teachers and people. The finest buildings that are being erected in the State are for the graded schools and high schools in the towns and cities.

All educational questions and movements are being discussed and investigated as never before in the history of the State.

Respectfully submitted,

BENJAMIN S. MORGAN,  
*State Superintendent of Free Schools.*

## SUMMARY OF THE STATISTICS.

## SCHOOL ORGANIZATION.

Sub-districts in 1890.....	4,651
Sub-districts in 1889.....	4,549
Increase of 1890 over 1889.....	102
Increase of 1889 over 1888.....	247
Total increase in two years.....	349
School districts in 1890.....	388
School districts in 1889.....	384
Decrease of 1890 from 1889.....	1
Increase of 1889 over 1888.....	7
Total increase in two years.....	6

## SCHOOL HOUSES.

Frame, 1890.....	3,680
Frame, 1889.....	3,510
Increase of 1890 over 1889.....	170
Increase of 1889 over 1888.....	211
Total increase in two years.....	381
Brick and stone, 1890.....	127
Brick and stone, 1889.....	124
Increase of 1890 over 1889.....	8
Increase of 1889 over 1888.....	8
Total increase in two years.....	11
Log, 1890.....	1,007
Log, 1889.....	1,021
Decrease of 1890 from 1889.....	14
Decrease of 1889 from 1888.....	131
Total decrease in two years.....	145
Total houses in 1890.....	4,814
Total houses in 1889.....	4,655
Increase of 1890 over 1889.....	159
Increase of 1889 over 1888.....	88
Total increase in two years.....	247
Rented houses in 1890.....	117
Rented houses in 1889.....	122

# REPORT OF GENERAL SUPERINTENDENT.

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Decrease of 1890 from 1889.....	5
Increase of 1889 over 1888.....	2
Decrease in two years.....	3
Houses built, 1890.....	195
Houses built, 1889.....	206
Decrease of 1890 from 1889.....	11
Decrease of 1889 from 1888.....	21
Total decrease in two years.....	32
Total school rooms, 1890.....	5,491
Total school rooms, 1889.....	5,286
Increase of 1890 over 1889.....	205
Increase of 1889 over 1888.....	89
Total increase in two years.....	294
Recitation rooms only, 1890.....	192
Recitation rooms only, 1889.....	44
Increase of 1890 over 1889.....	148
Decrease of 1889 from 1888.....	246
Total decrease in two years.....	98
Houses with improved desks, 1890.....	2,082
Houses with improved desks, 1889.....	1,664
Increase of 1890 over 1889.....	368
Increase of 1889 over 1888.....	123
Total increase in two years.....	491
Houses with apparatus, 1890.....	1,296
Houses with apparatus, 1889.....	883
Increase of 1890 over 1889.....	413
Increase of 1889 over 1888.....	45
Total increase in two years.....	458
Buildings fenced, 1890.....	438
Buildings fenced, 1889.....	409
Increase of 1890 over 1889.....	29
Increase of 1889 over 1888.....	87
Total increase in two years.....	116
Improved grounds, 1890.....	189
Improved grounds, 1889.....	216
Decrease of 1890 from 1889.....	27
Decrease of 1889 from 1888.....	16
Total decrease in two years.....	43
Number volumes in library, 1890.....	5,675
Number volumes in library, 1889.....	4,364
Increase of 1890 over 1889.....	811
Increase of 1889 over 1888.....	2,259
Total increase in two years.....	3,070

## VALUATION OF SCHOOL PROPERTY.

Houses, 1890.....	\$ 1,941,850
Houses, 1889.....	1,389,680
Increase of 1890 over 1889.....	\$ 101,670
Increase of 1889 over 1888.....	176,248
Total increase in two years.....	\$ 278,018
Land, 1890.....	280,284
Land, 1889.....	258,281



Increase of 1890 over 1889.....	\$ 32,153
Increase of 1889 over 1888.....	56,262
Total increase in two years.....	\$ 88,415
Furniture, 1890.....	227,157
Furniture, 1889.....	208,518
Increase of 1890 over 1889.....	16,644
Increase of 1889 over 1888.....	47,617
Total increase in two years.....	64,261
Apparatus, 1890.....	19,843
Apparatus, 1889.....	14,111
Increase of 1890 over 1889.....	5,732
Increase of 1889 over 1888.....	3,583
Total increase in two years.....	9,315
Libraries, 1890.....	14,794
Libraries, 1889.....	10,183
Increase of 1890 over 1889.....	4,611
Increase of 1889 over 1888.....	3,442
Total increase in two years.....	8,053
Total value of all school property, 1890.....	\$2,498,528
Total value of all school property, 1889.....	2,380,718
Increase of 1890 over 1889.....	157,810
Increase of 1889 over 1888.....	286,262
Total increase in two years.....	439,072
Average value of school houses, 1890.....	403 00
Average value of school houses, 1889.....	385 00
Increase of 1890 over 1889.....	8
Increase of 1889 over 1888.....	31
Total increase in two years.....	39

ENUMERATION, ENROLMENT, DAILY ATTENDANCE AND PERCENTAGE OF EACH.

*Youths Enumerated between Six and Sixteen Years of Age.*

White males, 1890.....	97,281
White males, 1889.....	94,311
Increase of 1890 over 1889.....	2,970
Increase of 1889 over 1888.....	675
Increase in two years.....	3,645
White females, 1890.....	91,902
White females, 1889.....	89,468
Increase of 1890 over 1889.....	1,434
Increase of 1889 over 1888.....	1,481
Increase in two years.....	2,915
Colored males, 1890.....	4,003
Colored males, 1889.....	3,106
Increase of 1890 over 1889.....	287
Decrease of 1889 from 1888.....	16
Increase in two years.....	271
Colored females, 1890.....	4,257
Colored females, 1889.....	4,057
Increase of 1890 over 1889.....	220
Increase of 1889 over 1888.....	47
Increase in two years.....	267

White, 1890.....	189,188
White, 1889.....	183,779
Increase of 1890 over 1889.....	5,404
Increase of 1889 over 1888.....	2,156
Increase in two years.....	7,560
Colored, 1890.....	8,850
Colored, 1889.....	7,843
Increase of 1890 over 1889.....	507
Increase of 1889 over 1888.....	81
Increase in two years.....	588
Males, 1890.....	101,874
Males, 1889.....	98,117
Increase of 1890 over 1889.....	3,757
Increase of 1889 over 1888.....	659
Increase in two years.....	3,916
Females, 1890.....	96,159
Females, 1889.....	93,605
Increase of 1890 over 1889.....	2,654
Increase of 1889 over 1888.....	1,628
Increase in two years.....	4,182
1890.....	197,533
1889.....	191,622
Increase of 1890 over 1889.....	5,911
Increase of 1889 over 1888.....	2,197
Increase in two years.....	8,098

*Youths Enumerated from Sixteen to Twenty-one Years of Age.*

White males, 1890.....	34,879
White males, 1889.....	33,980
Increase of 1890 over 1889.....	899
Decrease of 1889 from 1888.....	136
Increase in two years.....	763
White females, 1890.....	31,314
White females, 1889.....	30,678
Increase of 1890 over 1889.....	636
Increase of 1889 over 1888.....	463
Increase in two years.....	1,099
Colored males, 1890.....	1,381
Colored males, 1889.....	1,448
Decrease of 1890 from 1889.....	67
Increase of 1889 over 1888.....	8
Decrease in two years.....	64
Colored females, 1890.....	1,219
Colored females, 1889.....	1,206
Increase of 1890 over 1889.....	13
Decrease of 1889 from 1888.....	37
Decrease in two years.....	24
White, 1890.....	66,193
White, 1889.....	64,658
Increase of 1890 over 1889.....	1,535
Increase of 1889 over 1888.....	856
Increase in two years.....	1,891

## FREE SCHOOLS.

Colored, 1890.....	2,600
Colored, 1889.....	2,654
Decrease of 1890 from 1889.....	54
Increase of 1889 over 1888.....	40
Decrease in two years.....	14
Males, 1890.....	36,280
Males, 1889.....	35,428
Increase of 1890 over 1889.....	852
Decrease of 1889 from 1888.....	133
Increase in two years.....	699
Females, 1890.....	32,588
Females, 1889.....	31,884
Increase of 1890 over 1889.....	649
Increase of 1889 over 1888.....	520
Increase in two years.....	1,169
1890.....	68,793
1889.....	67,312
Increase of 1890 over 1889.....	1,481
Increase of 1889 over 1888.....	387
Increase in two years.....	1,868
Total youth enumerated between six and twenty-one years, 1890.....	263,926
Total youth enumerated between six and twenty-one years, 1889.....	258,984
Increase of 1890 over 1889.....	7,892
Increase of 1889 over 1888.....	2,574
Total increase in two years.....	9,966

*Pupils enrolled in schools, 1890.*

Males.....	101,808
Females.....	91,756
Total.....	198,064

*Pupils enrolled in schools, 1889.*

Males.....	99,082
Females.....	88,406
Total.....	187,528
Increase of 1890 over 1889.....	5,598
Decrease of 1889 from 1888.....	1,723
Increase in two years.....	3,813

*Average daily Attendance, 1890.*

Males.....	63,830
Females.....	57,870
Total.....	121,700

*Average daily Attendance, 1889.*

Males.....	63,102
Females.....	56,888
Total.....	119,990
Increase of 1890 over 1889.....	1,710
Decrease of 1889 from 1888.....	2,030
Decrease in two years.....	320

Per cent. of enrolment based on enumeration for 1890.....	72
Per cent. of enrolment based on enumeration for 1889.....	72
Increase of 1890 over 1889.....	0
Decrease of 1889 from 1888.....	4
Decrease in two years.....	4
Per cent. of average daily attendance based on enumeration, 1890.....	46
Per cent. of average daily attendance based on enumeration, 1889.....	46
Increase of 1890 over 1889.....	0
Decrease of 1889 from 1888.....	2
Decrease in two years.....	2
Per cent. of average daily attendance based on enrolment, 1890.....	63
Per cent. of average daily attendance based on enrolment, 1889.....	64
Decrease of 1890 from 1889.....	1
Increase of 1889 over 1888.....	0
Decrease in two years.....	1

*Number of Pupils Enrolled 16 Years of Age or more (less than 21.)*

For 1890, Males.....	14,078
For 1890, Females.....	10,355
Total.....	24,433
For 1889, Males.....	14,100
For 1889, Females.....	10,301
Total.....	24,401
Increase of 1890 over 1889.....	32
Decrease of 1889 from 1888.....	346
Decrease in two years.....	314
Number of pupils enrolled first time, 1890.....	19,930
Number of pupils enrolled first time, 1889.....	18,011
Increase of 1890 over 1889.....	1,919
Decrease of 1889 from 1888.....	2,448
Decrease in two years.....	524

## MISCELLANEOUS ITEMS CONCERNING PUPILS.

*Number Cases Tardiness.*

1890.....	243,280
1889.....	216,146
Increase of 1890 over 1889.....	27,084
Decrease of 1889 from 1888.....	27,482
Decrease in two years.....	398

*Number Cases Truancy.*

1890.....	2,642
1889.....	5,415
Decrease of 1890 from 1889.....	2,773
Increase of 1889 over 1888.....	1,855
Increase in two years.....	918

*Number Cases Corporal Punishment.*

1890.....	15,002
1889.....	14,638
Increase of 1890 over 1889.....	364
Decrease of 1889 from 1888.....	826
Decrease in two years.....	462

## FREE SCHOOLS.

*Number Cases Suspension and Dismission From School.*

1890.....	387
1889.....	237
Increase of 1890 over 1889.....	150
Decrease of 1889 from 1888.....	46
Total increase in two years.....	104

*Number of Pupils Neither Absent nor Tardy.*

1890.....	8,530
1889.....	10,025
Decrease of 1890 from 1889.....	1,495
Decrease of 1889 from 1888.....	118
Decrease in two years.....	1,613

*Average Age of Pupils.*

1890.....	11.04
1889.....	10.96
Increase of 1890 over 1889.....	.08
Decrease of 1889 from 1888.....	.04
Increase in two years.....	.04

## TEACHERS.

Employed, 1890.....	Males, 3,483	Females, 2,008	Total, 5,491
Employed, 1889.....	Males, 3,444	Females, 1,897	Total, 5,341
Increase of 1890 over 1889.....	Males, 39	Females, 111	Total, 150
Increase of 1889 over 1888.....	Males, 64	Females, 39	Total, 103
Increase in two years.....	Males, 103	Females, 150	Total, 253
Employed, 1890.....	White, 5,313	Colored, 178	Total, 5,491
Employed, 1889.....	White, 5,161	Colored, 180	Total, 5,341
Increase of 1890 over 1889.....	White, 152	Colored, *2	Total, 150
Increase of 1889 over 1888.....	White, 96	Colored, 7	Total, 103
Increase in two years.....	White, 248	Colored, 5	Total, 253
Number one certificates, 1890.....	Males, 2,596	Females, 1,354	Total, 3,950
Number one certificates, 1889.....	Males, 2,524	Females, 1,301	Total, 3,825
Increase of 1890 over 1889.....	Males, 72	Females, 53	Total, 125
Increase of 1889 over 1888.....	Males, 176	Females, 118	Total, 294
Increase in two years.....	Males, 248	Females, 171	Total, 419
No. 2 Certificates, 1890.....	Males, 770	Females, 518	Total, 1,288
No. 2 Certificates, 1889.....	Males, 777	Females, 496	Total, 1,273
Increase of 1890 over 1889.....	Males, *7	Females, 22	Total, 15
Decrease of 1889 from 1888.....	Males, *10	Females, *57	Total, *67
Decrease in two years.....	Males, 17	Females, 35	Total, 52
No. 3 Certificates, 1890.....	Males, 141	Females, 117	Total, 258
No. 3 Certificates, 1889.....	Males, 154	Females, 99	Total, 253
Increase of 1890 over 1889.....	Males, *13	Females, 18	Total, 5
Decrease of 1889 from 1888.....	Males, 42	Females, 29	Total, 71
Decrease in two years.....	Males, 55	Females, 11	Total, 66
Total Certificates, 1890.....			5,496
Total Certificates, 1889.....			5,351
Increase of 1890 over 1889.....			145
Increase of 1889 over 1888.....			156
Increase in two years.....			301

\*Decrease.

## INSTITUTES.

Number county, 1890.....	57	Number Peabody.....	2
Number county, 1889.....	45	Number Peabody.....	12
Total number Peabody and county for 1890.....			59
Total number Peabody and county for 1889.....			57
Teachers enrolled, 1890.....	6,212	Average daily attendance, 1890	5,515
Teachers enrolled, 1889.....	6,213	Average daily attendance, 1889	5,283
Increase of 1890 over 1889.....	*1		232
Increase of 1889 over 1888.....	*89		183
Total increase in 2 years.....	*90		415

\*Decrease.

## MISCELLANEOUS.

*Teachers who have taught ten years or more.*

1890.....	811
1889.....	811
Increase of 1890 over 1889.....	00
Decrease of 1889 from 1888.....	22
Decrease in two years.....	22

*Teachers who have taught five years and less than ten.*

1890.....	1,069
1889.....	1,148
Decrease of 1890 from 1889.....	79
Decrease of 1889 from 1888.....	30
Decrease in two years.....	109

*Teachers who have taught one year and less than five.*

1890.....	2,381
1889.....	2,132
Increase of 1890 over 1889.....	249
Decrease of 1889 from 1888.....	121
Increase in two years.....	128

*Teachers who have taught less than one year.*

1890.....	96
1889.....	185
Decrease of 1890 from 1889.....	39
Decrease of 1889 from 1888.....	69
Total Decrease in two years.....	108

*Teachers who have never taught.*

1890.....	1,734
1889.....	1,639
Increase of 1890 over 1889.....	95
Increase of 1889 over 1888.....	108
Increase in two years.....	203

*Teachers who have attended one of the State Normal Schools.*

1890.....	1,241
1889.....	1,273
Decrease of 1890 from 1889.....	82
Increase of 1889 over 1888.....	49
Increase in two years.....	17

## FREE SCHOOLS.

*Teachers who Subscribe for Some Educational Journal.*

1890.....	2,483
1889.....	2,315
Increase of 1890 over 1889.....	168
Increase of 1889 over 1888.....	130
Increase in two years.....	298

*Teachers who Have Taught the Same School two or More Terms before the Present.*

1890.....	1,209
1889.....	1,196
Increase of 1890 over 1889.....	13
Decrease of 1889 from 1888.....	30
Decrease in two years.....	17

*Number and Grade of Schools.*

1890.....	High 20,	Graded 161,	Common 4,784,	Total 4,965
1889.....	High 17,	Graded 130,	Common 4,721,	" 4,883
Increase of 1890 over 1889.....	High 3	Graded 31	Common 63	" 97

## TIME TAUGHT.

*Months by White Teachers, 1890.*

Males.....	15,123.20
Females.....	10,496.30
Total.....	25,619.50

*Months by White Teachers, 1889.*

Males.....	14,687.45
Females.....	9,750.75
Total.....	24,438.20
Increase of 1890 over 1889.....	1,181.80
Increase of 1889 over 1888.....	292.70
Increase in two years.....	1,474.00

*Months by Colored Teachers, 1890.*

Males.....	627.75
Females.....	417.45
Total.....	1,045.20

*Months by Colored Teachers, 1889.*

Males.....	562.60
Females.....	428.70
Total.....	991.30
Increase of 1890 over 1889.....	53.90
Increase of 1889 over 1888.....	5.80
Increase in two years.....	59.70

Total months, 1890.....	Males, 15,750.95,	Females, 10,913.75	Total, 26,664.70
Total months, 1889.....	Males, 15,250.05,	Females, 10,179.45	Total, 25,429.50
Increase of 1890 over 1889.....	Males, 500.90,	Females, 734.30	Total, 1,235.20
Increase of 1889 over 1888.....	Males, 159.03,	Females, 139.65	Total, 298.68
Total increase in two years.....	Males, 659.93,	Females, 873.95	Total, 1,533.88

*Average Length of School Term in Months.*

1890.....	4 months, 17 days
1889.....	4 months, 16 days

*Average Length of School Term in Days.*

1890.....	97 days
1889.....	96 days

## AVERAGE RATE OF SALARY PAID TEACHERS.

*Average Monthly Salary.*

1890 .....	No. 1, \$31 20.	No. 2, \$25 55.	No. 3, \$18 19
1889 .....	No. 1, \$31 38.	No. 2, \$25 12.	No. 3, \$18 48

*Number and Class of Visitors.*

Visits by County Superintendent, 1890.....	6,002
Visits by County Superintendent, 1889 .....	4,834
Increase of 1890 over 1889.....	1,768
Increase of 1889 over 1888.....	26
Increase in two years.....	1,794
Visits by members of Boards of Education, 1890.....	1,735
Visits by members of Boards of Education, 1889.....	1,778
Decrease of 1890 from 1889.....	38
Decrease of 1889 from 1888.....	426
Decrease in two years.....	464
Visits by Trustees, 1890.....	15,857
Visits by Trustees, 1889.....	15,500
Increase of 1890 over 1889.....	357
Increase of 1889 over 1888.....	371
Increase in two years.....	728
Visits by Parents and Guardians, 1890.....	23,187
Visits by Parents and Guardians, 1889.....	26,159
Decrease of 1890 from 1889.....	2,972
Increase of 1889 over 1888.....	8,419
Increase in two years.....	5,447
Visits by other persons, 1890.....	62,217
Visits by other persons, 1889.....	63,888
Total visits by Parents, Guardians and other persons, 1890.....	85,404
Total visits by Parents, Guardians and other persons, 1889.....	89,547
Decrease of 1890 from 1889.....	4,143
Increase of 1889 over 1888.....	8,568
Total increase in two years.....	4,425



**RECEIPTS AND DISBURSEMENTS OF TEACHERS' FUND FOR THE  
YEARS ENDING JUNE 30, 1890, AND JUNE 30, 1889,  
COMPARED WITH THE YEAR ENDING  
JUNE 30, 1888.**

**RECEIPTS, TEACHERS' FUND.**

General school fund, 1890.....	\$ 238,989 06
General school fund, 1889.....	875,661 50
Decrease of 1890 from 1889.....	\$ 88,692 44
Decrease of 1889 from 1888.....	13,874 94
Total decrease in two years.....	\$ 102,567 88
District levies, 1890.....	524,028 84
District levies, 1889.....	411,212 27
Increase of 1890 over 1889.....	112,816 07
Increase of 1889 over 1888.....	25,794 98
Total increase in two years.....	\$ 138,611 05

**1890.**

Railroad tax.....	\$ 47,467 99
Redemption of delinquent lands.....	4,218 72
Sales of delinquent lands.....	4,834 87
Tuition of pay pupils.....	1,111 70
Board of examiners.....	8 80
Other sources.....	12,147 74
Total for 1890.....	\$ 69,289 82

**1889.**

Railroad tax.....	\$ 87,780 56
Redemption of delinquent lands.....	2,077 54
Sales of delinquent lands.....	1,375 06
Tuition of pay pupils.....	874 17
Board of examiners.....	10 04
Other sources.....	11,033 75
Total for 1889.....	\$ 53,151 72
Increase of 1890 over 1889.....	16,138 10
Decrease of 1889 from 1888.....	7,969 89

Net increase in two years.....	\$ 8,148 71
Total receipts for 1890.....	890,287 22
Total receipts for 1889.....	840,025 49
Increase of 1890 over 1889.....	\$ 40,261 73
Increase of 1889 over 1888.....	3,930 65
Total increase in two years.....	\$ 44,192 38
Balance on hand June 30, 1890.....	103,167 77
Balance on hand June 30, 1889.....	131,021 99
Total receipts for 1890, including balance on hand.....	\$ 983,454 99
Total receipts for 1889, including balance on hand.....	971,047 43

**DISBURSEMENTS, TEACHERS' FUND.**

*No. 1, Teachers, 1890.*

White male.....	\$ 370,187 39
White female.....	271,994 46
Total for white.....	\$ 642,181 85
Colored male.....	15,445 67
Colored female.....	7,823 65
Total for colored.....	\$ 23,269 32

# REPORT OF GENERAL SUPERINTENDENT

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## No. 1, Teachers, 1889.

White male.....	\$ 861,501 48
White female.....	249,807 09
Total for white.....	\$ 611,308 52
Colored male.....	12,689 50
Colored female.....	5,631 00
Total for colored.....	\$ 18,320 50
Total for No. 1, 1890.....	605,451 17
Total for No. 1, 1889.....	629,629 02
Increase of 1890 over 1889.....	\$ 85,822 15
Increase of 1889 over 1888.....	84,827 40
Total increase in two years.....	\$ 70,649 55

## No. 2 Teachers, 1890.

White males.....	\$ 81,885 22
White females.....	53,951 32
Total for white.....	\$ 135,836 54
Colored males.....	3,706 00
Colored females.....	4,365 35
Total for colored.....	\$ 8,071 35

## No 2 Teachers, 1889.

White males.....	\$ 75,260 82
White females.....	57,748 72
Total for white.....	\$ 133,009 54
Colored males.....	5,017 50
Colored females.....	6,182 55
Total for colored.....	\$ 11,200 05
Total for No. 2, 1890.....	\$ 143,907 89
Total for No. 2, 1889.....	144,209 59
Decrease of 1890 from 1889.....	\$ 801 70
Decrease of 1889 from 1888.....	12,816 30
Total decrease in two years.....	\$ 13,118 00

## No. 3 Teachers, 1890.

White males.....	\$ 10,701 81
White females.....	9,198 05
Total for white.....	\$ 19,899 36
Colored males.....	\$ 2,101 10
Colored females.....	1,602 00
Total for colored.....	\$ 3,703 10
Total for No. 3, 1890.....	\$ 23,602 4

## No. 3 Teachers, 1889.

White males.....	\$ 11,264 60
White females.....	6,700 10
Total for white.....	\$ 17,964 70
Colored males.....	\$ 1,105 54
Colored females.....	2,500 61
Total.....	\$ 8,606 15

## FREE SCHOOLS.

Total for No. 3, 1889.....	21,570 85
Total white males, 1890.....	467,778 92
Total white males, 1889.....	448,028 85
Increase of 1890 over 1889.....	14,747 07
Increase of 1889 over 1888.....	11,186 68
Increase in two years.....	\$ 25,933 75
Total white females, 1890.....	335,143 83
Total white females, 1889.....	314,255 91
Increase of 1890 over 1889.....	\$ 20,887 92
Increase of 1889 over 1888.....	2,727 58
Increase in two years.....	\$ 23,615 50
Total paid white teachers, 1890.....	787,917 75
Total paid white teachers, 1889.....	762,282 76
Increase of 1890 over 1889.....	\$ 35,634 99
Increase of 1889 over 1888.....	13,914 26
Increase in two years.....	\$ 49,549 25
Total colored males, 1890.....	21,252 77
Total colored males, 1889.....	18,812 54
Increase of 1890 over 1889.....	\$ 2,440 23
Decrease of 1889 from 1888.....	385 61
Net increase in two years.....	\$ 2,054 62
Total colored females, 1890.....	13,791 00
Total colored females, 1889.....	14,814 16
Decrease of 1890 from 1888.....	\$ 623 16
Increase of 1889 over 1888.....	1,137 87
Net increase in two years.....	\$ 614 71
Total paid colored teachers, 1890.....	35,043 77
Total paid colored teachers, 1889.....	43,126 70
Decrease of 1890 from 1889.....	8,082 93
Increase of 1889 over 1888.....	\$ 10,752 26
Net increase in two years.....	2,669 33
Total to male teachers, 1890.....	484,028 69
Total to male teachers, 1889.....	466,839 39
Increase of 1890 over 1889.....	17,187 30
Total to female teachers 1890.....	348,894 83
Total to female teachers 1889.....	323,570 07
Increase of 1890 over 1889.....	20,324 76
Increase of 1889 over 1888.....	8,865 45
Increase in two years.....	24,230 21
Total to teachers, 1890.....	832,961 52
Total to teachers, 1889.....	805,409 46
Increase of 1890 over 1889.....	27,552 06
Increase of 1889 over 1888.....	24,666 52
Increase in two years.....	52,218 58

## 1890.

For sheriff's commissions .....	\$26,681 41
For interest paid by sheriffs.....	1,246 73
For delinquent lists.....	12,928 24
For exoneration.....	3,465 40
Overdrawn .....	4,982 31
Total for 1890.....	49,249 09

# REPORT OF GENERAL SUPERINTENDENT.

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1889.

For sheriff's commissions.....	\$ 18,807 58
For interest paid by sheriffs.....	427 44
For delinquent lls's.....	10,733 06
For exonerations.....	2,925 40
Overdrawn.....	12,688 58
Total for 1889.....	45,582 06
Total disbursements for all purposes for 1890.....	895,201 67
Total disbursements for all purposes for 1889.....	856,067 04
Increase of 1890 over 1889.....	39,134 63
Increase of 1889 over 1888.....	82,867 72
Total increase in two years.....	\$ 71,502 35
Balance on hand unexpended July 1, 1890.....	97,866 52
Balance on hand unexpended July 1, 1889.....	119,788 33
Amount overdrawn in 1890.....	9,613 20
Amount overdrawn in 1889.....	4,817 89

## RECEIPTS AND DISBURSEMENTS OF BUILDING FUND FOR THE YEARS ENDING JUNE 30, 1890, AND JUNE 30, 1889, COM- PARED WITH THE YEAR ENDING JUNE 30, 1888.

### RECEIPTS, BUILDING FUND.

District levies, 1890.....	\$ 347,647 27
District levies, 1889.....	326,923 65
Increase of 1890 over 1889.....	20,723 62
Increase of 1889 over 1888.....	1,298 62
Increase in two years.....	22,022 24
Railroad tax, 1890.....	32,202 25
Railroad tax, 1889.....	32,440 83
Decrease of 1890 from 1889.....	238 58
Increase of 1889 over 1888.....	2,325 38
Net increase in two years.....	2,086 80
Sale of delinquent lands, 1890.....	2,798 09
Sale of delinquent lands, 1889.....	1,187 90
Increase of 1890 over 1889.....	1,610 19
Decrease of 1889 from 1888.....	901 64
Net increase in two years.....	708 55
Redemption of delinquent lands, 1890.....	2,209 87
Redemption of delinquent lands, 1889.....	1,175 89
Increase of 1890 over 1889.....	1,033 98
Decrease of 1889 from 1888.....	3,087 47
Net decrease in two years.....	2,053 49
Transferred pupils, 1890.....	1,827 18
Transferred pupils, 1889.....	1,011 82
Increase of 1890 over 1889.....	\$ 815 36
Decrease of 1889 from 1888.....	424 48
Net increase in two years.....	\$ 390 88
From all other sources, 1890.....	81,351 54
From all other sources, 1889.....	47,954 69
Decrease of 1890 from 1889.....	\$ 16,603 14

## FREE SCHOOLS.

Total receipts, including balance on hand, 1890.....	526,967 72
Total receipts, including balance on hand, 1889.....	526,821 95
Increase of 1890 over 1889.....	\$ 145 77
Increase of 1889 over 1888.....	8,071 63
Total increase in two years.....	\$ 8,217 40
Balance on hand July 1, 1890.....	108,931 52
Balance on hand July 1, 1889.....	116,127 18
Decrease of 1890 from 1889.....	\$ 7,195 66
Increase of 1889 over 1888.....	18,986 52
Net increase in two years.....	\$ 6,790 86

## DISBURSEMENTS, BUILDING FUND.

*For Permanent Improvement.*

Bonded debt, 1890.....	\$ 3,146 59
Bonded debt, 1889.....	15,830 05
Decrease of 1890 from 1889.....	\$ 12,683 46
Increase of 1889 over 1888.....	9,757 92
Net decrease in two years.....	\$ 2,925 54
Land, 1890.....	4,908 18
Land, 1889.....	28,249 41
Decrease of 1890 from 1889.....	23,335 23
Increase of 1889 over 1888.....	9,491 08
Net decrease in two years.....	\$ 13,844 20
School houses, 1890.....	138,544 20
School houses, 1889.....	161,757 08
Decrease of 1890 from 1889.....	\$ 28,212 88
Increase of 1889 over 1888.....	- 6,888 90
Net decrease in two years.....	\$ 21,323 98
Furniture, 1890.....	25,199 67
Furniture, 1889.....	30,752 06
Decrease of 1890 from 1889.....	5,552 39
Increase of 1889 over 1888.....	4,571 13
Net decrease in two years.....	981 26
Apparatus, 1890.....	\$ 7,801 44
Apparatus, 1889.....	9,179 13
Decrease of 1890 from 1889.....	1,377 69
Increase of 1889 over 1888.....	7,651 70
Net decrease in two years.....	6,274 01
Total permanent improvements, 1890.....	\$ 174,600 08
Total permanent improvements, 1889.....	218,113 70
Decrease of 1890 from 1889.....	43,513 62
Increase of 1889 over 1888.....	10,712 65
Net decrease in two years.....	32,800 97

*For Current Expenses.*

Rent, 1890.....	\$ 2,686 73	Fuel, 1890.....	\$ 41,967 96
Rent, 1889.....	2,012 41	Fuel, 1889.....	44,024 52
Increase of 1890 over 1889.....	\$ 674 32	Decrease of 1890 from 1889.....	\$ 2,056 56
Decrease of 1889 from 1888.....	289 75	Increase of 1889 over 1888.....	5,867 75
Net increase in two years.....	\$ 384 57	Net increase in two years.....	\$ 3,831 19
Repairs, 1890.....	\$ 35,183 13	Sw'ping houses & b'd'g fires, 1890.....	36,986 63
Repairs, 1889.....	39,257 92	Sw'ping houses & b'd'g fires, 1889.....	33,209 02

# REPORT OF GENERAL SUPERINTENDENT.

43

Decrease of 1890 from 1889 .....	\$ 4,074 79	Increase of 1890 over 1889 .....	\$ 3,777 61
Decrease of 1889 from 1888 .....	1,151 63	Decrease of 1889 from 1888 .....	1,187 59
Decrease in two years .....	\$ 5,226 42	Net increase in two years .....	\$ 2,590 02
Interest, 1890 .....	24,801 39	Contingencies, 1890 .....	22,208 80
Interest, 1889 .....	6,015 11	Contingencies, 1889 .....	20,080 52
Increase of 1890 over 1889 .....	\$ 18,288 28	Increase of 1890 over 1889 .....	\$ 2,123 28
Decrease of 1889 from 1888 .....	12,293 60	Increase of 1889 over 1888 .....	54 81
Net increase in two years .....	\$ 5,992 68	Increase in two years .....	\$ 2,182 59
Total for current expenses, 1890 .....			163,854 64
Total for current expenses, 1889 .....			188,265 69
Increase of 1890 over 1889 .....			\$ 25,088 95
Decrease of 1889 from 1888 .....			15,384 82
Net increase in two years .....			\$ 9,754 63

## For Transacting Business.

Per diem members Board of Education, 1890 .....	\$ 6,565 50
Per diem members Board of Education, 1889 .....	6,647 00
Decrease of 1890 from 1889 .....	\$ 81 50
Increase of 1889 over 1888 .....	276 50
Net increase in two years .....	\$ 195 00
Secretaries' salaries, 1890 .....	\$ 8,521 50
Secretaries' salaries, 1889 .....	8,253 26
Increase of 1890 over 1889 .....	\$ 268 24
Increase of 1889 over 1888 .....	1,936 76
Increase in two years .....	\$ 2,205 00
Enumeration, 1890 .....	\$ 893 73
Enumeration, 1889 .....	881 96
Increase of 1890 over 1889 .....	\$ 12 27
Decrease of 1889 from 1888 .....	44 95
Net decrease in two years .....	\$ 32 68
Sheriff's commission, 1890 .....	\$ 18,401 39
Sheriff's commission, 1889 .....	16,849 31
Increase of 1890 over 1889 .....	\$ 1,552 08
Increase of 1889 over 1888 .....	92 86
Increase in two years .....	\$ 1,644 94
Secretaries' annual reports, 1890 .....	\$ 5,155 00
Secretaries' annual reports, 1889 .....	3,665 00
Increase of 1890 over 1889 .....	\$ 1,490 00
Increase of 1889 over 1888 .....	75 00
Increase in two years .....	\$ 1,565 00
Fee bills, insurance, &c, 1890 .....	\$ 6,117 20
Fee bills, insurance, &c, 1889 .....	4,121 00
Increase of 1890 over 1889 .....	\$ 1,996 20
Total expenses for transacting school business, 1890 .....	\$ 106,122 86
Total expenses for transacting school business, 1889 .....	36,531 59
Increase of 1890 over 1889 .....	\$ 69,591 27
Decrease of 1889 from 1888 .....	\$ 1,316 75
Net increase in two years .....	68,274 52

## FREE SCHOOLS.

*For delinquent charges, &c.*

1890—Delinquent lists.....	\$ 10,356 77
Exonerations.....	8,282 85
Transferred pupils.....	2,438 69
Total for 1890.....	16,078 81
1889—Delinquent lists.....	8,850 23
Exonerations.....	1,923 38
Transferred pupils.....	1,858 74
Total for 1889.....	12,782 84
Total disbursements for all purposes, 1890.....	397 983 81
Total disbursements for all purposes 1889.....	457,633 99
Decrease of 1890 from 1889.....	59,570 68
Increase of 1889 over 1888.....	40,683 40
Net decrease in two years.....	18,987 23
Balance on hand unexpended June 30, 1890....	187,236 97
Balance on hand unexpended June 30, 1889.....	110,659 03
Increase of 1890 over 1889.....	26,577 89
Decrease of 1889 from 1888.....	351 06
Net increase in two years.....	26,226 83

## RECAPITULATION OF TEACHERS' AND BUILDING FUNDS.

*\*Total Receipts.*

Teachers fund, 1890.....	\$ 983,454 99
Teachers fund, 1889.....	971,047 48
Building fund, 1890.....	528,967 72
Building fund, 1889.....	528,821 95
• Total for both funds 1890.....	\$1,510,422 71
Total for both funds, 1889.....	1,497,869 43
Balance in hand both funds, July 1, 1890.....	212,099 29
Balance on hands both funds, July 1, 1889.....	247,149 17

\*Including balance on hand from preceding year.

*Total Disbursements.*

Teachers' fund, 1890.....	\$ 895,201 67
Building fund, 1890.....	397,963 81
Total for both funds for 1890.....	\$1,293,164 98
Teachers' fund, 1889.....	856,067 04
Building fund, 1889.....	457,633 99
Total for both funds for 1889.....	\$1,313,701 03

*Cost of Education Per Capita Per Term.*

Based on enumeration, including all expenses, 1890.....	\$ 4 89
Based on enumeration, including all expenses, 1889.....	5 07
Decrease of 1890 from 1889.....	18
Based on enrolment, including all expenses, 1890.....	6 71
Based on enrolment, including all expenses, 1889.....	7 01
Decrease of 1890 from 1889.....	30
Based on average daily attendance, including all expenses, 1890.....	10 62
Same for 1889.....	10 95
Decrease of 1890 from 1889.....	33

*Average Rate of Taxation.*

For teachers' fund for 1890.....	\$ 0 38 3-5
For teachers' fund for 1889.....	25 ¾
For building fund for 1890.....	24 ¾
For building fund for 1889.....	24 ½

*Valuation of Real and Personal property.*

Valuation for 1890.....	\$ 169,716,862 00
Valuation for 1889.....	165,994,773 00
Increase of 1890 over 1889.....	\$ 3,718,089 00

*Peabody Fund.*

Receipts for 1890 (including balance of \$4.20).....	\$ 3,404 20
Receipts for 1889 (including balance of \$34.87).....	2,584 87
Disbursed for 1890.....	\$ 2,837 65
Disbursed for 1889.....	2,830 67
Balance on hand.....	\$ 566 55



## REPORTS AND RECOMMENDATIONS OF STATE EDUCATIONAL MEETINGS.

### *Convention of County and City Superintendents and other Educators of the State.*

[Taken from the West Va. School Journal.]

PARKERSBURG, August, 1890.

Pursuant to the call of the State Superintendent of Schools, there assembled at Parkersburg, August 11, a Convention of the leading public school men of the State for the purpose of discussing and proposing to the Legislature of the State some changes in the school law.

The subjects discussed by the Convention were: County and District Supervision, Teachers' Examinations, County Institutes, a Course of Study for the Common Schools, and incidentally, Compulsory Education.

State Superintendent B. S. Morgan was elected Chairman and Superintendent Jas. M. Lee, of Huntington, Secretary.

After much animated and pointed discussion of the subject by numerous members, among whom were Superintendent B. S. Morgan, Superintendent W. M. Straus, Superintendent Geo. S. Laidley, Superintendent McKusick, of Wood, Superintendent Riffe, of Mason, a Committee of four county and three city superintendents was appointed to prepare resolutions upon the "County Superintendency."

The Committee, consisting of Superintendents W. M. Straus, Parkersburg, J. F. McKusick, of Wood, W. B. Cutright, of Upshur, F. M. Harbert, of Harrison, S. S. Talbott, of Barbour, Geo. S. Laidley, Charleston, and James M. Lee, Huntington, reported at the third meeting of the Convention on Wednesday, August 13, the following resolutions, which were adopted unanimously.

WHEREAS, The necessity of immediate and progressive legislation looking to a higher efficiency in the county supervision of the public schools of the State is so apparent to those most familiar with the details of the work, and,

WHEREAS, A statement of what seems most essential and imperative at this time may serve in some degree as a guide to the members of the Legislature to whom we must appeal:

1. *Resolved*, That in addition to the qualifications now necessary for a county superintendent the following should be added:

that he shall have had an experience of not fewer than three consecutive years of successful school work in the State; that he shall have had a collegiate or State normal school education, or a high school education equivalent to a State normal education, or be in possession of a teacher's certificate valid for six years, issued by the State Board of Examiners; that his active school work shall not have closed more than three years before his accession to office.

2. *Resolved*, That the annual salaries of county superintendents shall be from \$600 to \$1,000, according to the number of schools under supervision.

3. *Resolved*, That the following additional duties be imposed upon county superintendents: To form reading circles among the teachers; to hold teachers' associations; to see that the prescribed course of study is carried out; to assist and create educational sentiment; to conduct in his own county each year a training school of at least eight weeks without extra compensation, but in no case shall he teach any school without his term of office other than is herein provided for; to devote to his work each year not less time than two months more than the average length of the term of schools in his county; to require and receive of each teacher a report showing the name, age, studies pursued and progress made of each pupil and to deliver the same to the succeeding teacher.

4. *Resolved*, That the county superintendent should be elected by the presidents of the boards of education of the county, for a term of four years; and that an additional assistant superintendent who shall act under the direction of the county superintendent, for every school district in which the people by a majority of votes, shall authorize such appointment.

The superintendent or any assistant may be removed by said body of presidents for cause.

Upon motion of principal J. F. Ogden, of Buckhannon, a committee composed of State Superintendent Morgan, superintendent Geo. S. Laidley, principal J. W. Hinkle and Professor A. L. Wade, was appointed to prepare and present for action to the Legislature a course of study for the common schools.

On motion of principal Hinkle, the chair was directed to appoint an additional committee of fifteen educators from various parts of the State to confer by letter with the above committee.

The chair appointed as this committee, county superintendents, D. H. Dodd, of Berkeley; Emanuel Schaeffer, of Jefferson; J. F. McKusick, of Wood; W. B. Outright, of Upshur; Wm. Davis, of Hardy; E. Chenoweth, of Calhoun; Benj. Bibb, of Fayette; J. M. Keadle, of Monroe. City superintendents and teachers: W. M. Straus, Parkersburg; J. M. Lee, of Huntington; G. S. Laidley, of Charleston; A. J. Wilkinson, of Grafton; J. W. Bonner, of Weston; T. O. Miller, of Fairmont; and W. S. Henderson, of Nicholas county.

On the subject of the examination and certification of teach-

ers which was carefully discussed, there seemed to be a general agreement that our present law is very defective. As examinations are now conducted in many counties they are very unsatisfactory, particularly in this respect, that they are almost wholly lacking in that progressive character which should serve to stimulate teachers to make larger qualifications for their work.

The convention adopted the following resolutions, which are expected to be the basis of a bill to be submitted to the next Legislature for its consideration.

1. *Resolved*, That it is the opinion of this convention that no applicant under 18 years of age should be admitted to examination for a teacher's certificate.

2. That we recommend the adoption of a graded and progressive system of examinations, and that the State Board of Examiners be required to furnish the questions for said examinations.

3. That we insist upon honestly conducted examinations in strict accordance with the law, and that severe penalties should be prescribed for failure of boards of examiners to discharge their duties.

4. That in our opinion the State Board of Examiners should be composed of teachers actively engaged in the work.

After the discussion of a number of resolutions in regard to County Institute work, the Convention adopted the following offered by Professor A. L. Wade:

*Resolved*, That in the opinion of the members of the State Educational Convention, the county teachers' institute should be so graded that instruction suited to advanced teachers as well as instruction suited to beginners, be given either in the same room or in separate rooms secured for these purposes. And we request the State Superintendent to take this matter under advisement, and as far as practicable, arrange for the grading of all institutes the ensuing year.

JAS. M. LEE, *Secretary*.

#### LEGISLATION RECOMMENDED BY THE WEST VIRGINIA EDUCATIONAL ASSOCIATION.

*Nineteenth Annual Meeting at Morgantown, July 9, 10, 11, 1889.*  
*—Report of Committee on Educational*  
*Policy and Legislation.*

In order that our State school system may be rendered more efficient, your committee recommend the following changes and amendments in the school law:

*First*.—That the minimum school term be made six months instead of four, as at present.

*Second*.—That a uniform course of study, extending through a

period of not less than eight years, be prescribed for all district schools.

*Third.*—That provision be made for the establishment of a high school in each county of the State, to be supported by appropriation from the State and county levies, as for other school purposes.

*Fourth.*—That the County Superintendency be made more efficient by lengthening the term to four years, increasing the salary, and requiring a more thorough inspection and supervision of the schools; and we further suggest and recommend that no one shall be eligible to the position of county superintendent who has not had at least four years' experience in practical school work.

*Resolved,* That Superintendent Morgan be requested to present these resolutions to the Legislature in his next annual report.

E. M. TURNER,  
H. R. BLAISDELL,  
W. M. STRAUS,  
CONRAD A. SIPE,  
THOS. C. MILLER.

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*Twentieth Annual Meeting at Moundsville Camp-Ground,*

*July 1, 2, 3, 1890.*

*Resolved,* That the West Virginia Educational Association favors a uniform text-book system for the public schools of West Virginia, and that in the continuance of our present law it be so modified, if necessary, to secure the best books at the lowest possible rates, and to provide against change of text or price of any book by revision or otherwise within the life of the contract.

WHEREAS, The importance to the teaching profession of the science and history of education is now recognized by all,

*Resolved,* That it is the sense of this Association that the Regents of the West Virginia University should establish a Chair of Pedagogy in that institution.

*Resolved,* That the county superintendents should receive a salary large enough to secure the best talent for this office and to justify the superintendent in giving all his time and attention to the duties of his office.

*Resolved,* That it is the sense of this Association that professors of the University, principals of the normal schools, city superintendents, principals of graded and high schools and county superintendents should endeavor to attend and to participate in the meetings of the Association.

## COURSE OF STUDY FOR THE UNGRADED SCHOOLS OF THE STATE.

At a State convention of county and city superintendents and teachers, held in Parkersburg in the month of August, 1890, a resolution was adopted recommending the preparation of a uniform course of study and manual for teachers, which with the co-operation of the State Superintendent, should be submitted to the Legislature for consideration with reference to its adoption for general use in the ungraded schools of this State.

In compliance with this resolution a committee composed of J. M. Lee, superintendent of the public schools of Huntington, G. S. Laidley, superintendent of the public schools of Charleston, J. W. Hinkle, principal of the public schools of Hinton, A. L. Wade, ex-county superintendent of Monongalia county, and State Superintendent B. S. Morgan, was appointed to prepare the course of study.

This committee met at the office of the State Superintendent, November 6, 1890. and after a careful discussion and consideration of the needs of the ungraded schools and an examination of the manuals in use in other States, submitted the following course of study. In its preparation the committee acknowledges valuable assistance derived from the manuals now in use in the States of Michigan, Iowa, Illinois and others.

### Plan of the Course of Study.

The amount of work which each pupil is expected to do in the primary schools of the State is divided into eight grades and is based upon the five Readers.

The time of each grade corresponds to the average length of the annual school term, which is about five months.

The time assigned for the completion of each reader is as follows:

First Reader, seven months.

Second Reader, eight months.

Third Reader, eight months.

Fourth Reader, ten months.

Fifth Reader, eight months.

Before this course of study is published in pamphlet form for distribution, there will be added a program of daily work, and the number of pages of each text-book to be completed in each grade indicated.

## COURSE OF STUDY.

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### FIRST GRADE.--FIRST YEAR.

**TEXT-BOOKS.**—Chart, Primer or First Reader.

**APPARATUS.**—Black-board, slate, pencil, rule, and sponge or slate rag.

#### READING.

Instruction by the word and phonic methods. Use objects, pictures and black-board.

Follow with charts, then primer or first reader.

"Teach the pupil a limited number of printed or script words that are the equivalents of a corresponding number of the most common words in his spoken vocabulary."

"Give him the power to name new words."

He knows a certain number of words, 400 to 1,000 by sound, he must now be taught to know them by sight.

Begin with one or two easy name words, add to the number very slowly. Introduce words already learned into new, short, and interesting sentences. Teach the articles with other words and relation words in sentences.

As soon as the required number of words has been taught in this way, and read by the pupils from the chart, or printed words made by the teacher on the board, the child should take the book; and if he has been properly taught from the chart and board, he is now able to read several pages of the reader at sight. From the start, try to have the children get a mental picture of what they read. Have them read in a natural tone of voice, speak promptly, and articulate distinctly. Up to the time of taking up the reader no new words can be learned by the pupil without the aid of the teacher. He should now be given the power to learn new words for himself. Hence elementary sounds, diacritical marks, letters, spelling, and writing should be taught.

**ELEMENTARY SOUNDS.**—As soon as the pupils have learned from forty to sixty words, the teacher should give daily exercises in elementary sounds.

Take a word that is well known to the class, as "cat," and teach it as follows :

Teacher (pointing to the word)—“What is this word?” Answer, “Cat.”

Then the teacher should pronounce the word slowly and distinctly, and prolong each sound until the word is separated into its elements. Let the pupils also pronounce the word while the teacher sounds the letters.

Train the pupils to do this until they can make the sounds in this word before you take up another. Do not hurry. Have the pupils sound the letters while the teacher pronounces the word.

Follow with such words as “mat,” “rat” and “sat,” treating them in the same way.

This exercise should be commenced about the third week, and within five months the pupils should be able to give the long and the short sounds of the vowels, with their diacritical marks, and to indicate silent letters by a slanting line drawn through them.

THREE THINGS TO OBSERVE.—1. The elements of the *spoken* word (sounds of the letters). 2. The elements of the *written* word (the letters). 3. The association of the letters of a word with their sounds.

SPELLING.—As early as possible the pupils should begin to spell. Select the words from the Chart, Primer or First Reader, and let the spelling be partly written and partly oral. The oral spelling should be by letter and by sound.

Spell familiar words not found in the reader. Each diacritical mark should be taught as it occurs in the reader.

## LANGUAGE.

The language lessons for the first five months should be in connection with the reading exercises, and should be mostly oral.

Induce the children to talk, and encourage them to use full statements in answering questions. Lead them to make grammatical sentences about familiar objects. Correct common errors in their speech, tell short, easy stories, and have the pupils reproduce them orally. As soon as the pupils begin to read from the book, have them to tell what they have read about. Do not put your language into their mouths, but lead them to use their own words. As soon as they can write, have them write on their slates daily all new words in reading lessons.

Teach the use of capitals in the following cases: Beginning of a sentence, names of persons, and the words I and O.

At the close of the first five months each pupil should be able:

1. To write his name.
2. To write his post-office address.
3. To use correctly in sentences, is, are; was, were; has, have.
4. To fill blanks correctly.

PENMANSHIP.—Writing should be with pencil only.

Slates should be ruled on one side as a copy-book is ruled.

If paper is used it should be similarly ruled practice paper.

The pencil should be long and sharp.

Teach holding of the pencil and position of body and paper with care.

Teach principles of small letters by drills, thus, e, g, m, up, down, up, down, up, down, up, with accent on "up," pupils executing the movements simultaneously, to secure uniformity and increase of speed.

All written work should be carefully scrutinized by the teacher and improvements suggested.

Great care should be exercised in the first year to prevent the acquirement of improper habits in position and holding the pencil, and much writing should not be required—lessons should be very short.

### ARITHMETIC.

1. Object exercises in numbers.
2. Notation and numeration to 100.
3. Fundamental operations in which sums, minuends, products and dividends do not exceed 20 or 25.

Illustrate each step by using objects, marbles, pebbles, &c.

At every step oral and written methods should go hand-in-hand. If a pupil fails to understand a problem, the best method is to give a *similar* mental problem involving same principles with smaller numbers and simpler conditions. (This applies to all grades.)

In learning to 10.

1. The recognition of groups of objects to 10.
2. Counting to 10 without objects.
3. Making figures to 10.
4. Combinations to 10 with objects.
5. Combinations to 10 without objects.

Dispense with use of objects as soon as children can work correctly without them.

No time can be set for omitting objects.

Seek to secure accuracy, rapidity—and neatness from the outset. Do a little every day.

The identity between the operations expressed by such statements as:  $8 \div 4 = 2$ ; there are two fours in 8; one fourth of eight is two, suggests that the expressions one-half, one-third, &c., may be taught even in the lowest grades. While the signs are limited in number, there being only five.  $+$ ,  $-$ ,  $\times$ ,  $\div$ ,  $=$ , the corresponding terminology is varied and quite difficult for children. It should be thoroughly mastered, however, during the objective stage.

{ Add, plus, sum, increased by, more than, less than, greater than, larger than, diminished, diminished by, subtract, take away from, difference, remainder, remain, minus, smaller than, added to, subtracted from, multiplied by, divided by, divided into, times, twice, thrice, double, how many? how much less? how much more? &c., &c.

All these expressions need not be taught in first year.



## HYGIENE AND BEAUTY.

Children of the first year may be taught the laws of health by example, and by practice, better than by precept. School houses should be made as healthful and as attractive as the best homes. Each school room should be kept clean, comfortably warm, and well ventilated. It should be furnished with a wash stand, bowl and pitcher, soap and towel, comb and looking-glass. Windows should have blinds, or inside shutters; walls should be adorned with pictures and mottoes, and wherever it can be done, the room should be beautified by living plants and blooming flowers.

School grounds should be inclosed and well drained; shade trees and shrubbery should be planted and kept, and separate out-buildings for the sexes should be properly cared for.

The supply of water for all purposes should be abundant and pure.

Children should be impressed with the fact that cleanliness both of person and clothing, is essential to lasting health and beauty. They should be taught, that if they allow portions of their bodies, especially their feet, to remain cold, for a considerable time, their joints may become *stiffened*. They should be taught that certain habits injure the health, and that the use of alcohol and tobacco hurts both body and brain.

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## SECOND GRADE--SECOND YEAR.

TEXT-BOOKS.—Second Reader.

APPARATUS.—Slate, pencil, rule and sponge or slate-rag.

## READING.

SECOND READER.—Teach the new words at the head of each lesson so that pupils will know them at sight, pronounce them correctly, and know what they mean. Be careful to secure correct pronunciation, and distinct articulation.

To teach pupils to know words at sight, point rapidly from one word to another.

To teach the meaning of words, require pupils to give the words in sentences, after they have been fully explained. Sentences to be both oral and written.

To secure correct pronunciation, the teacher must be careful about his own pronunciation.

To secure good articulation, give frequent drills on elementary sounds and articulation exercises.

To be sure that pupils get thought, question them thoroughly on what they read.

Pupils should be required to commit to memory short selections to be recited before the class. These selections may be taken from the reader or from any source not more difficult than the reader, and should be understood before they are committed.

These suggestions are applicable to other grades.

**ELEMENTARY SOUNDS.**—Continue the study of elementary sounds as they occur in the reader.

Teach diacritical marks as necessary.

Drill on the sounds to become familiar with them.

Attention must be given to the division of words into syllables as found in the First and Second Reader; also to marking the accented syllable. Remember the syllable is the unit of pronunciation, and good pronunciation can not be secured without a careful drill on syllables. Take a word like "comprehend." What is the first syllable? Spell it by sound. Pronounce the first syllable; the second; the third. How many sounds in each? Which syllable is accented? Teach the accent mark.

**SPELLING.**—The principal work this year is to spell all new words at the head of each reading lesson in the Second Reader.

Review frequently the words in the back lessons.

Spell the most common words in all class exercises, and give special attention to written spelling.

**PENMANSHIP.**—Use only pencil. Short drills on movement daily with careful attention to positions, and more care as to forms of letters than in first year. It is of the greatest importance that correct habits in writing be formed in the first two years, and that the time spent in the exercise daily be short and the work spirited.

Require neatness in all work.

Within this year should begin drills in concert work by counting "one," "two," &c.—one count for each letter—to secure rapidity.

Copy-book number one may be used in this year, but in this and subsequent grades but two or three lines per day should be put in the copy-book—their best efforts—the remaining drill be with practice paper.

Teach the principal capitals.

## LANGUAGE.

Combine with reading. Talk about familiar objects, and insist on the pupils making short, complete statements about them.

Ask questions about these objects, and require complete answers in sentences. At first these statements should contain but few words. Tell or read short stories. Have these stories repeated, first, by answers to questions which you ask. Second, as wholes in the child's own language. Have them write sentences from words in the reading lesson, and teach the use of the period and the interrogation point.

Exercise in the use of this and that, these and those, saw and have seen. Teach the correct use of such words as two, to, too;

here, hear; no, know; there, their; flour, flower. Have pupils describe objects more minutely than in preceding grade. Copy paragraphs from reader, gems, stanzas of poetry for the purpose of formal correctness.

Give picture lessons and have pupils write what they see in these pictures. Have pupils relate what occurred in school; in play; on the street. Do not neglect to have them exercise in some form every day.

In oral reciting, require a different statement from each pupil.

### ARITHMETIC.

1. Notation and numeration to 100.
2. Roman numerals to 50.
3. Combinations to 40 or 50.

Give frequent exercises in writing and reading numbers.

Practice in the four fundamental rules should proceed parallel, the numbers being gradually and systematically increased. Develop the law of decimal notation to 1000 by using groups of objects two tens or twenty, 25 or two tens and five, 265 or two hundred, six tens and five—or twenty-six tens and five, &c.

In addition pupils should name partial results until they reach the total sum as  $2+2+3+4$  say two, four, seven, eleven. In first lessons in subtraction let figures of subtrahend be smaller than corresponding figures of minuend.

Make practical and interesting all work in numbers by giving numerous problems which should involve few steps and conditions and be no more difficult than the average pupil may clearly understand.

Mental arithmetic should be purely mental problems being written only for study and preparation.

During the exercise no written work should be permitted.

To cultivate attention announce problem but once, making the class responsible for its repetition.

Give the questions before calling upon the pupils and follow no order of calling that allows a pupil to anticipate whose turn comes next. This is applicable to all grades.

### PHYSIOLOGY AND HYGIENE.

#### Oral Instruction.

**APPARATUS**—Black-board and Chart—In teaching this subject, it is thought best to use no text-book till the pupil reaches the fifth grade. But, in giving oral instruction, the teacher is advised to make frequent use of the black-board, and also to use a *Chart of Physiology*, where one "is within his reach." Instruction should be simple, and only common terms should be used. Much of this oral instruction may be done in connection with reading and language lessons.

The following may serve as examples :

Place upon the black-board a lesson concerning early childhood.

1. A child's helpless condition.
2. Who took care of it and preserved its health ?  
Mother, father, grand-parents, &c.

3. Dangers to the body.

Fire, some playthings, poisons, &c.

4. Care of the body.

Eating and drinking, bathing, and clothing the body.

Write upon the black-board and have the pupils copy, as well as they can :

1. My parents took care of my health.
2. I must now take care of my own health.

Black-Board.

Lesson--Our Bodies :

1. What they do.  
Think, talk, move, rest, sleep, eat, drink, breathe.
2. Parts of the body.  
Skin, flesh, bones, &c.

Black-Board.

1. Keep the skin and clothing very clean.
2. Our muscles grow strong by use.
3. We must not let our bones bend out of shape, or they may remain so.

Black-Board.

Lesson.--How our Bodies are Made to Grow :

1. By what we eat and drink.
2. By exercise, play and work.

Black-Board.

1. It is best to exercise in the sunlight and pure air.
2. It is best to eat and drink only that which gives health and strength.  
Talk with pupils about food and drink.

Write on

Black-Board.

1. Tobacco is not a food.
2. Men live without tobacco.
3. Other animals do not eat tobacco.
4. Tobacco, if eaten, makes one sick.
5. Tobacco is a poison.

## Black-Board.

1. Alcohol is not a safe drink.
2. Alcohol does not make us strong.
3. Alcohol makes men drunk.
4. Other animals do not drink alcohol.
5. Alcohol is a poison.

## Black-Board.

1. Alcohol and tobacco cause disease and shorten life.

## THIRD GRADE--THIRD YEAR.

TEXT BOOKS.—Third Reader, Language and Copy-book.

APPARATUS.—Slate, pencil, sponge, rule, pen, ink and practice paper.

## READING.

THIRD READER.—Pupils should give substance of reading lesson in their own language.

They should pronounce at sight readily every word at head of lessons.

They should define words and give examples of their use in carefully prepared and neatly written sentences.

ELEMENTARY SOUNDS.—Carry up the work from the first and the second grades.

SPELLING.—Increase the amount of written spelling.

Have all names of persons, and all geographical names spelled as they occur in the reader.

There should be some study of primitive and derivative words. The most common prefixes and suffixes should be learned.

Spell words in classified groups as follows: The names of the different parts of a house as one group, the names of things used in the kitchen, garden, vegetables, grains, animals, trees, etc.

In this grade the spelling-book may be introduced. When it is used, it should be followed as arranged, omitting difficult and unusual words. Require pupils to pronounce some of the lessons with open book before reciting. Keep up frequent reviews of these pronouncing exercises.

Diacritical marking should be taught as it occurs in the book.

## LANGUAGE.

Consult language book for exercises and examples. (Long's Language Exercises, teachers' edition, is suggested.)

Teach pupils the different kinds of sentences, as to use :

1. Declarative (telling) sentence.
2. Interrogative (asking) sentence.
3. Imperative (commanding) sentence.
4. Exclamatory (exclaiming) sentence.

Re-write short sentences, changing singular nouns to plural, and plural nouns to singular.

MODEL —

The dog runs.

The horse eats.

Change to—

The dogs run.

The horses eat.

Teach the possessive form of the noun in written sentences. Write sentences describing simple actions, sentences containing one or more given words, sentences with answers to what is seen in a picture, and what is told in reading lessons. Form sentences from words in the reading lessons.

Teach pupils to write names of the days of the week, and the months of the year. Also the use of the comma in a series, and in direct addresses.

Before the close of the year, introduce the simplest form of letter writing.

PENMANSHIP.—Class drills in this and all subsequent grades, with counting for concert work, the speed always as great as the class can attain.

Copy book No. 2; secure good movement, accent on the upward stroke, rapidity, accuracy.

All writing should be done with the "muscular" movement, i. e., arm resting on muscles of forearm, no part of the hand except third and fourth fingers touching the paper. This rule is general.

This year should include drills on all the letters, both capital and small.

## ARITHMETIC.

1. Notation and numeration to 1,000,000.
2. Combinations to 100, or ordinary multiplication table completed.
3. Mental arithmetic to correspond with written.
4. Roman numerals to 100.

In concrete problems, help pupils over language difficulties, but so grade the work that the process required may be discovered by the pupil with proper effort.

In Federal Money, as in other departments, omit the learning and the quoting of the rule as proof in explanation.

The rules in arithmetic should be the last things learned, and even their omission will not be felt if the instruction and practice leading up to them have been thorough.

Pupils should learn thoroughly in this grade table of U. S. money to one dollar, and make change to one dollar, dry measure, linear measure to yard, things in a dozen, days in week, months in year.

**SEAT WORK.**—Putting on slates tables last mentioned, and such as:

20 cts. = 4 five cent pieces.	1 gallon = 4 quarts.
20 cts. = 2 ten cent pieces.	2 gallons = 8 quarts.
15 cts. = 1 ten cent piece, and one five.	3 gallons = 12 quarts.
10 cts. = 2 five cent pieces.	$\frac{1}{2}$ gallon = 2 quarts.

Give constant drill in these, requiring neatness and accuracy.

**NUMBERS APPLIED.**—Do not fail to give examples applying all that is learned in combination of numbers, and in all tables.

In written subtraction when necessary to borrow do not pay back to corresponding figure of subtrahend.

In multiplying and dividing, first, with multipliers and divisors of one figure.

Teach long division first.

Teach pupils to find  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{3}$ , 3-5, &c., of small numbers, also  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ , 1-5, &c., of a number being given to find the whole number.

## PHYSIOLOGY AND HYGIENE.

### Oral Instruction.

**APPARATUS.**—Black-board and chart.

See remarks on second grade.

Our bodies continued.

### Black-Board.

Divisions of body—Head, trunk and limbs.

Lesson—The Head.

1. The head is a bony box called the skull.
2. The head contains the brain.
3. The brain is the seat of thought.
4. Show how alcohol and tobacco affect the brain.

### Black-Board.

Lesson—The Trunk.

1. The trunk is divided into chest and stomach.
2. Explain position and office of heart and lungs.
3. Show effects of alcohol and tobacco on the heart, blood and breath.
4. Explain position and office of stomach.
5. Show the effects of alcohol and tobacco on the stomach.

## Black-Board.

## Lesson—The Limbs.

1. Explain the use of bones, and joints, and muscles.
  2. Show how the joints may become *stiffened* by allowing the extremities to remain cold for a length of time.
  3. Show the effects of alcohol and tobacco on the limbs in the unsteady gait and trembling of the hands.
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## FOURTH GRADE—Fourth Year.

**TEXT-BOOKS.**—Fourth Reader, Language, Copy-book and Arithmetic.

**APPARATUS.**—Slate, pencil, sponge, pen, ink and practice paper.

## READING.

## Fourth Reader—First Half.

Children should be taught to use dictionary and determine pronunciation by diacritical marks.

Give short lessons and see that pupils understand meaning of words and can give thought of author.

Teach pupils to vary definitions to correspond with variation in form of original word, as, invert, to turn over; inverted, turned over; inverting, turning over, &c.

Declamations and recitations should be required at least once each month in this and all higher grades.

**ELEMENTARY SOUNDS.**—See second and third grades. With this all the elementary sounds should be learned.

**SPELLING.**—The spelling-book should be taken for most of the exercises in spelling. Most of the exercises should be written. Be thorough in pronunciation, articulation, accent and syllabication.

Teach homophonous words and many prefixies and suffixes with their meanings.

At the close of this term pupils should be able to spell the words and to give the names of the diacritical marks to the 100th lesson in the Spelling-book.

**PENMANSHIP.**—Copy-book, number three.

Same instructions as for third grade.

In addition in this and subsequent grades the concert drills should include small and capital letters in groups of four with connecting circle and counted thus, e. g. for small j; "j-circle" "j-circle," &c, as fast as pupils can possibly follow.

Daily practice in this way will secure rapidity as well as accuracy of form.

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## LANGUAGE.

Continue written reproduction of reading lessons, short stories and descriptions.

Drill in the use of the period, interrogation point, apostrophe and hyphen.

Give instruction in letter writing.

Give much drill on the proper use of verbs in common use that are incorrectly used, such as did, done, etc. Write substance of reading lessons, descriptions of pictures.

Teach the use of the period in abbreviations such as *Mr. Mrs. W. Va.* and the use of the comma in contractions.

Teach pupils to point out nouns, verbs and adjectives in reading exercises.

## ARITHMETIC.

1. Review previous year's work in U. S. money.  
2. Drill in problems involving practice in four fundamental rules.

3. Compound numbers, dry measure, long measure, time measure, avoirdupois weight.

4.  $\frac{2}{3}$ ,  $\frac{3}{4}$ , 5-6, &c., of a number being given required the whole number.

**SCHEME FOR DIVISION.**—Many teachers have found the following plan a good one to make division plain and easy: First, write the dividend with the divisor at the left as usual. Then write out a table of products obtained by multiplying the divisor by each of the nine digits. Thus:

$15 \times 1 = 15$	$15 \mid 325,425 \mid 21,695.$
$15 \times 2 = 30$	$\underline{\quad} 30 \quad \underline{\hspace{1cm}}$
$15 \times 3 = 45$	$\underline{\hspace{1cm}}$
$15 \times 4 = 60$	25
$15 \times 5 = 75$	15
$15 \times 6 = 90$	$\underline{\hspace{1cm}}$
$15 \times 7 = 105$	104
$15 \times 8 = 120$	90
$15 \times 9 = 135$	$\underline{\hspace{1cm}}$
	142
	135
	$\underline{\hspace{1cm}}$
	75
	75

By comparing these products with each partial dividend the pupil sees immediately what to write for the quotient figure. His multiplications are already made, so that no time is lost.

## GEOGRAPHY.

Lessons all Taught Orally.

Teach, (1.) Position, place, locating objects at hand, in school room and on the school grounds. (2.) Direction, east, west, north, south; use these in describing location or place of objects near at hand and in sight. (3.) Distance, taught by comparing nearness of objects to pupils, to each other, idea of foot, rod, mile brought out. (4.) Map. Develop the idea by representing school-room on black-board, then map of school grounds and surrounding country, locating the principal points of interest.

Endeavor to arouse the pupil's curiosity and to cultivate his imagination by pictures and oral description. Develop idea of hill, mountain, valley, river, lake, island, by illustrating them by what is known to the pupil. Teach the points of the compass—north, south, east, west and have pupils locate many things from teacher's desk, from school house and from the pupil's home.

Teach climate as hot, cold, dry, moist, healthy and unhealthy.

Have pupils commit short poems descriptive of familiar natural scenery, trees and flowers.

## PHYSIOLOGY AND HYGIENE.

Oral Instruction.

APPARATUS.—Black-board and chart.

REMARK—Review and extend the work of the second and third grades, somewhat after this manner.

Black-Board.

1. Give a general outline of the location and character of the brain and nerves.

2. Give a general outline of digestion,—show some of the changes that take place in the food and how the digested food enters the blood.

3. Explain the heart, and give a general outline of the circulation of the blood.

4. Explain the function of the lungs.

5. Enforce the fact that if the blood circulates through cold hands and cold feet, it goes to the lungs in a *chilled condition* and may produce disease of the lungs and show how they purify the blood.

6. Teach in a limited way the eye and ear.

NOTE.—Use the black-board exercises throughout the work. A Physiological Chart, if within reach, will prove of great value. In fact it is almost essential in understanding this lesson.

In each case show the effects of alcoholic stimulants and narcotics upon the organs named. Teach pupils to guard against diseases which are brought on by exposing the bodies to sudden changes of heat and cold.

## FIFTH GRADE--FIFTH YEAR.

**TEXT-BOOKS.**—Fourth Reader, Language, Ray's New Practical Arithmetic, Copy-book, Geography, Primary Physiology and Hygiene and Spelling-book.

**APPARATUS.**—Slate, pencil, sponge, pen, ink and practice paper.

## READING.

## Fourth Reader--Completed.

Up to this time the object has been to teach to read. The work of the fifth grade should be more comprehensive. Besides continuing to teach to read, the study should assume more of a literary character.

Our primary object is now to cultivate a taste for good literature. Authors should be studied in a limited way. Study carefully all the selections given in the reader. Here words should be studied, as synonyms, derivatives, and primitives. The most important historical, biographical and geographical allusions should be explained.

Inflection, emphasis, pitch, compass, quantity, movement, as treated in reader, should be taught by special exemplification, and practice upon the models explained by the teacher. The rules are not to be learned by the pupils.

## SPELLING.

**ELEMENTARY SOUNDS.**—Classify the elementary sounds into vocals, sub-vocals and aspirates, and the division of letters into vowels and consonants. Teach the names and meaning of monosyllable, dissyllable, trisyllable and polysyllable, and from the book question as to each class of these words until the pupils readily understand them.

Teach accent, root of word, derivatives, compound word and the meaning of homonym.

Abbreviations should be taught in this grade, and special phonic and syllabic drill should be given with daily exercises in pronunciation and written spelling.

Teach the pupil how to use the dictionary.

**PENMANSHIP.**—Copy-book number four. See instruction for preceding grades. Secure thorough and careful work. Teach rules of formation and letter analysis.

## LANGUAGE.

Include essential points of previous grades. Correct, use and spelling of words pronounced alike, selected from the readers and the spelling-book. Study more minutely how words change when we speak of one or more than one; also when they denote possession.

Continue drill on proper use of period, comma, interrogation and exclamation point, apostrophe and quotation marks.

From elementary text-book on language lessons teach definition of terms. The subject, predicate and object should now be taught. Teach the noun, adjective and verb. Give instruction in the use of the adverbs that modify verbs.

Begin to analyze simple sentences, and have many short easy sentences diagramed by the class. Have pupils point out subject, predicate and object in reading lessons.

Construct exercises in letter writing and easy composition. Reproduce in writing gems of prose and poetry.

### ARITHMETIC.

1. Ray's New Practical Arithmetic through common fractions.
2. Practice in making simple bills and accounts.
3. Pay especial attention to square and cubic measures.
4. Draw on different text-books and your own originality for supplementary work.
5. Teach pupils to prove their work.

Be thorough in definitions, rules and analysis.

Too many pupils *finish* arithmetic mechanically, and have not learned to think or reason.

Require reasons for solutions to be stated understandingly.

In teaching fractions it is recommended that the instruction be introduced objectively by supplying each pupil with a quantity of suitable material.

The rules for the several operations may be deduced in this way and the teaching be more thorough and intelligible.

### GEOGRAPHY.

The text-book should be in the hands of the pupil, and all the definitions taught thoroughly excepting those of Mathematical Geography. A globe should now be used to illustrate the shape of the earth and its motions.

First two months—Elementary text-book to map of North America.

Third month.—Map of North America.

Fourth month.—Map of the United States.

Fifth month.—Divisions of the U. S. and review.

The following outline may be followed in teaching the map of North America:

North America...	{	1. Boundary.	{	Animal. Vegetable. Mineral.
		2. Coast lines.		
		3. Surface, mountains, ranges, plateaus and plains.		
		4. Lakes.		
		5. Rivers.		
		6. Cities		
		7. Islands.		
		8. Climate.		
		9. Productions.		
		10. Political divisions.		
		11. Inhabitants.		
		12. Occupations.		

The above should be taken as a model outline for the study of the grand divisions.

### PHYSIOLOGY AND HYGIENE.

**TEXT-BOOK.**—Primary Physiology begun.

**APPARATUS.**—Black-board and chart.

In the fifth, sixth, seventh and eighth grades text-books on Physiology should be used. A Primary Physiology should be used with the Fourth Reader, and an Intermediate Physiology with the Fifth Reader. This subject should receive enough time each week to enable pupils to complete about one-half of a book in a year—both books in four years.

This work should not be simply reading. It should be as thorough a study of the subject as the ability of the pupils will allow. The teacher's knowledge and instruction should be broader than the text-books used by the pupils.

The black-board and chart should frequently be used, as well as the text-books. Any one of the following subjects is sufficient for a full lesson:

1. Names and sources of common narcotic poisons.
2. Effects of alcoholic stimulants and narcotics upon the mental and moral faculties.
3. The tendency of indulgence to increase appetite for strong drink.
4. Hereditary effects of using alcoholic stimulants and narcotics.
5. The tendency of indulgence to foster disease and to weaken vital forces so as to prevent recovery from disease.
6. Prevailing errors corrected, as that alcoholic drinks give strength and increase power to endure heat and cold.
7. Effects of the drink habit upon the State—upon the social circle—upon the family, and upon future generations.

Teachers have a responsibility of which they ought not to be ignorant, in disseminating a knowledge of the laws of health. They ought to be in sympathy with the law of the State which requires that, in the study of this subject, special stress shall be

placed upon the effects of alcoholic stimulants and narcotics upon the human body. In this, as in all other instruction, the teacher's example and precept ought to be in harmony. But the teacher's duty does not end here. Children should be trained to a conscientious regard for and obedience to all hygienic laws. They should feel that the laws of health are sacred, and that it is wrong to violate them by doing anything that impairs or threatens the health of the body. They should cultivate a high ideal of health—its beauty, its grace, its power and its usefulness. How beautiful and how true are the lines:—

“Better than grandeur, better than gold,  
Than rank or titles, a hundred fold.  
Is a healthy body, a mind at ease,  
And gentle manners that always please.”

—“*Better bodies for our boys and girls*” was the motto of Dio Lewis, and it ought to be the motto of every teacher.

If all our West Virginia teachers perform their duties faithfully in this behalf, they will diminish disease and increase the public health. They will increase human happiness and prolong human life.

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#### SIXTH GRADE.--SIXTH YEAR.

TEXT-BOOKS.—Fifth Reader, Language, Arithmetic, Copy-book, Geography, Primary Physiology, Spelling-book.

APPARATUS.—Slate, pencil, sponge, pen, ink and practice paper.

#### READING.

FIFTH READER.—First Half.

SPELLING.—Spelling-book to the 170th lesson, observing instruction given in previous grades. Lists of proper names and geographical terms with occasional dictation exercises.

Teach more fully the work in fifth grade. Give frequent drills in phonics, prefixes and suffixes, with their meanings.

Teach fully the meaning of the simple word, compound word, derivative word, and the roots of words.

Give exercises in spelling irregular plurals, and much designating males and females.

Teach abbreviations fully in this grade, and continue spelling in all exercises.

#### LANGUAGE.

Elementary text-book on Grammar introduced. On beginning the study of Grammar with a text-book, do not devote all the

time to the study of definitions and difficult rules, but illustrate all the definitions from exercises that have been studied in previous grades.

Begin with the simplest kind of a simple sentence. Teach carefully subject and predicate. Modifiers of subject, then modifiers of predicate. Proceed slowly, making each step very plain, requiring much writing of sentences to illustrate and fix in the mind every principle. Adopt some simple diagram and use at once. After the simple sentence is mastered, go on to the complex and compound.

Avoid during this year, the tangling, perplexing and obscure points of technical grammar. Strive to give the pupils a clear understanding of the ordinary syntax of English Grammar. If the text-book in use does not begin with sentences, but with definitions, omit what precedes the sentence; begin with the sentence, delaying the parsing and the definition until pupils have acquired some knowledge of analysis.

Teach the parts of speech and their properties.

Define and classify phrases and clauses.

Give exercises in letter-writing and easy composition.

PENMANSHIP.—Copy-book number five.

See preceding grades.

Teach writing of letters and business forms.

#### ARITHMETIC.

1. Ray's Arithmetic through decimals.
2. Review of all the tables of compound numbers.
3. Longitude and Time.
4. Mental Arithmetic to correspond with practical.

#### GEOGRAPHY.

Elementary Geography.

Review the work of Fifth Grade the first two months.

British America, Mexico and Central America including the West Indies.

South America and Europe.

Asia, Africa and Oceanica.

Study all the grand divisions as directed for North America in Fifth Grade.

Map drawing and special attention to mathematical geography.

Complete the elementary text-book in the Sixth Grade.

#### PHYSIOLOGY AND HYGIENE.

TEXT-BOOK.—Primary Physiology completed.

APPARATUS.—Black-board and Chart.

See Fifth Grade.

## SEVENTH GRADE--SEVENTH YEAR.

**TEXT-BOOKS.**—Fifth Reader, Language, Arithmetic, Copy-book, Geography, Spelling-book. Physiology and Hygiene.

**APPARATUS.**—Slate, pencil, sponge, pen, ink and practice paper.

## READING.

**FIFTH READER—COMPLETED.**—The requirements of this grade as regards the essentials of good reading should be rigorously exacted, viz :

A free, pure, forcible and agreeable voice ; an intelligent use of modulations appropriate to the sense and sentiment ; incisive, but fluent, utterance ; correct pronunciation ; clear comprehension of the drift and scope of the paragraph or selection.

Pupils should be encouraged and required to memorize passages from English classical literature. Certain selections from the reader may be learned by the whole class. The advantage of such acquisitions is unquestionable. The first pages of the reader furnish excellent material for voice training.

The most important and difficult part of the instructor lies in **QUESTIONING**, or better in making practical use of his best **INSIGHT** as to what the pupil does understand, what he does not understand, what he should be taught, and what may be left for the present untaught.

The questions should therefore make plain what is partly understood, and yet shun digression ; should not be abstruse nor yet wasted on common-places and trivialities ; should be logical and methodical without being punctilious or hypercritical.

Look into the reading habits of the children out of school. Inculcate a proper contempt for bad literature.

## SPELLING.

Pupils should go through the spelling-book in this grade, and be thoroughly drilled on the most general rules of spelling.

**PENMANSHIP.**—Copy-book number six. At the end of this year principles and analysis of letters should be thoroughly understood.

Special stress should be laid upon neatness and legibility in letters and business forms.

## LANGUAGE.

Complete the Practical Grammar to syntax.

Review pupils on the sentence, giving much drill on complex sentences and the use of phrases and clauses.

See that the principal elements of a sentence are understood.

Require a composition, at least twice a month, from the grammar class.

Make the writing of business forms a very prominent part of the work in this grade.



## ARITHMETIC.

1. Percentage, Ratio and Proportion.
2. Practice in drawing receipts, notes checks, &c.

## GEOGRAPHY.

During this year complete the Intermediate Geography to the map of Europe.

In this grade teach fully the Geography of West Virginia and have maps of the State drawn. Give the climate, and compare it with the climate of other States in the same latitude on the eastern and on the western coast of the United States, and with the climate of countries in Europe and Asia.

Give the position, latitude, longitude, number of square miles of territory, productions and population.

For what noted. Describe its three divisions of surface. Mountain region; hilly region; plateau region.

Locate its railroads and chief business centers. Give number of counties and comparative size, population and wealth of several of them.

Give the best water route for 10,000 barrels of kerosene from Parkersburg to Liverpool.

Locate and describe the educational institutions of the State and speak of its school system.

The history of the State and its government should be studied in connection with its geography.

In this grade discuss surface, soil, climate, people and productions.

Compare area and population. Trace coast lines and water ways. Describe the commerce, government and rulers of some of the principal countries of Europe and Asia.

## HISTORY.

Eggleston's History recommended.

History in school should be a reading study but not that alone. It should be taught regularly and systematically, having in view primarily (1) to inspire in the pupils a love for history, (2) to give pupils, before leaving school, a clear and intelligent knowledge of the history of our country, and (3) to instill a love for the higher culture derived from the study of the causes, and effects of historic events—the philosophy of history.

The study of U. S. History should be preceded by some instruction in English History by the teacher.

The topic method should be used, and the most important facts and dates fixed in the mind by the use of black-board outlines.

Much outside information should be introduced through stories of history either read or told, and other text-books should be consulted.

Do not permit pupils to recite in the words of the book, but in their own words to give the substance of a paragraph.

The teacher should have Trainor's How to study History (A. Flanagan, Chicago), for outlines and questions.

First month—Discoveries and the countries making them.

Second month—Colonization and the colonial governments.

Third month—French and Indian Wars, War of the Revolution.

Fourth and fifth months—Formation of our Government—study of the Constitution of the United States and of West Virginia.

REFERENCE AND SUPPLEMENTARY BOOKS.

Boys of '76.—Coffin.

Twice Told Tales.—Hawthorne.

Old Time Colonies.—Coffin.

One Hundred Famous Americans.—Routledge.

Strange Stories of History.—Egg'leston.

Stories in American History.—Dodge.

True Stories from History.—Hawthorne.

Young Folks' Heroes of History.

Young Folks' History of the U. S.—Higginson.

Grand-mother's Stories.—Holmes.

Songs of History.—Butterworth.

U. S. Grant's Memoirs.

The American Commonwealth.—Jas. Bryce.

Civil Government in the U. S.—John Fiske.

The Making of New England.—John Fiske

The Critical Period in American History.—John Fiske.

The following poems and others should be read before the class:  
Evangeline, Gertrude of Wyoming, Paul Revere's Ride, Sheridan's Ride, Elizabeth Zane, Barbara Frietchie,

#### PHYSIOLOGY AND HYGIENE.

TEXT-BOOK.—Intermediate Physiology begun.

APPARATUS.—Black-board and chart.

See Fifth Grade.

#### EIGHTH GRADE--EIGHTH YEAR.

TEXT-BOOKS.—Grammar, Arithmetic, Geography, History, Spelling-book, Copy-book, Physiology and Hygiene.

APPARATUS.—Slate, pencil, sponge, pen, ink and practice paper.

#### SPELLING.

Most of the spelling in this grade should be written. Oral spelling should be only for variety or change, and to exercise in pronunciation.

Review rules for spelling.

Give instruction in synonyms.

Give exercises in word analysis.

**PENMANSHIP.**—Copy-book number seven.

Pupils in this year should acquire a characteristic hand-writing, ability to write all ordinary business forms and letters, properly and legibly, to punctuate and capitalize, and paragraph ordinary composition.

### LANGUAGE.

Complete the higher text-book from syntax.

Analysis, parsing and correcting errors should be the work of this grade.

Have most of the sentences diagramed and analyzed orally.

### ARITHMETIC.

1. Complete Ray's Practical Arithmetic.

2. Bank Discount, True Discount.

In teaching decimals, the one great thing for the teacher to do is to make clear and fasten on the pupils' minds the laws governing the position of the decimal point.

Have pupils thoroughly understand the relation between common fractions and decimals; and their relation to pure percentage.

All operations in percentage are applications of the following four cases:

1. To find a part of a number, as:  $\frac{3}{4}$ , 75-100, 75 per cent. of 600.

2. A part of a number being given to find the whole number, as: 60 is  $\frac{3}{4}$ , 75-100, 75 per. cent. of what number?

One number is how many parts of another, as: 40 is how many fourths, hundredths, or what per. cent. of 60?

4. One number is a certain part larger or smaller than another, as: 60 is  $\frac{1}{4}$ , 25-100, or 25 % greater than what number? or, 60 is  $\frac{1}{4}$ , 25-100 or 25 % less than what number?

### TABLE OF EQUIVALENTS.

$10\% = .10 = .1 = \frac{1}{10}$	$12\frac{1}{2}\% = .125 = \frac{125}{1000} = \frac{1}{8}$
$20\% = .20 = .2 = \frac{2}{10} = \frac{1}{5}$	$37\frac{1}{2}\% = .375 = \frac{375}{1000} = \frac{3}{8}$
$25\% = .25 = \frac{25}{100} = \frac{1}{4}$	$62\frac{1}{2}\% = .625 = \frac{625}{1000} = \frac{5}{8}$
$30\% = .30 = .3 = \frac{3}{10}$	$33\frac{1}{3}\% = .33\frac{1}{3} = \frac{1}{3}$
$40\% = .40 = .4 = \frac{4}{10} = \frac{2}{5}$	$6\frac{1}{4}\% = .0625 = \frac{1}{16}$ etc.

To be extended and enlarged by teacher.

**SOLUTIONS.**—All solutions of problems should be based upon analyses already made familiar to pupils in operations in common and decimal fractions, and thorough explanations should be rigidly enforced. The ordinary *formulae* should not be used until each principle has been made familiar by analysis. The formula should *never* precede analysis.

**ARRANGEMENT OF WORK.**—All work must be *accurately* and *neatly* placed on boards, slates or paper, each necessary step being indicated.

Show the identity between division, fractions and ratio; the relation of ratio to proportion; get the rule for proportion by induction.

The most certain and satisfactory evidence of a pupil's knowledge of a problem or example is his ability to prove it.

Encourage pupils to make problems for solution by class.

Teach Square and Cube Root by objects, blocks or drawings.

The problems in Mensuration should be accompanied with diagrams, each pupil drawing the geometrical forms upon which the question is based.

The use of the scale for the purpose of verification should be encouraged.

Show how the rule is derived, and insist upon the pupil's thoroughly understanding the reason for it before he uses it and quotes it as an explanation.

## GEOGRAPHY.

Complete the Intermediate Geography in this grade following the instructions given in previous grades.

Begin at the map of Europe, and have the pupils to draw maps to give them a mental picture of all the principal countries.

Much knowledge in Physical Geography should be acquired.

## HISTORY.

From Washington's Administration to the present time.

The National period.

In addition to the study of the administrations, certain special subjects should occupy the recitation hour at appropriate times viz :

*Accession of Territory,* {By purchase.  
                                      {By conquest.

*The Doctrine of State Rights.*

*Slavery.* ..... {Laws in reference to.  
                                      {Effect upon new States.  
                                      {Supreme court decision.  
                                      {Constitutional amendments.

*American.*..... {Colonial period.  
                                      {Revolutionary period.  
                                      {National period.  
                                      {Living writers.

*Treaties.* . . . . . { By whom negotiated?  
 { For what purposes?

*Tariff.* . . . . . { Duties.  
 { Internal revenue.  
 { Protective tariff.  
 { Present tariff law.

*Inventions.* . . . . . { Inventors.  
 { Effects of inventions.  
 { Name most important.

#### PHYSIOLOGY AND HYGIENE.

**TEXT-BOOK.**—Intermediate Physiology, completed.

**APPARATUS.**—Black-board and chart.

See Fifth Grade.

# REPORT

## OF THE

### STATE BOARD OF EXAMINERS

For the Year Ending Sept. 30, 1889.

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GLENVILLE, W. VA., Oct. 14, 1889.

HON. B. S. MORGAN,

*State Sup't of Free Schools,*

Charleston, W. Va.

SIR: In accordance with the provisions of the law for the State Board of Examiners I herewith transmit the report of said board for the year, ending September 30, 1889:

The number of State certificates granted to teachers this year is fifty-two, classified as follows:

*Fairmont Normal School Graduates:*

Paul, Alice L., Newberg, Preston county, January 9, 1889.  
Burke, F. B., Parkersburg, Wood county, May 20, 1889.  
Knight, Mary E., Fairmont, Marion county, May 31, 1889.  
Basnett, Olive M., Basnett, Marion county, June 13, 1889.  
Shaw, John C., Kasson, Barbour county, June 14, 1889.  
Meredith, Sarah E., Fairmont, Marion county, June 18, 1889.  
Ramage, B. F., Fairmont, Marion county, June 18, 1889.  
Ohley, Alice J., Fairmont, Marion county, June 21, 1889.  
Johnson, Sue M., Keyser, Mineral county, June 21, 1889.  
Holbert, Mrs. Mackie M., Eldora, Marion county, June 21, 1889.  
Amos, Elias S., Fairmont, Marion county, June 21, 1889.  
Jones, Letcher C., Barracksville, Marion county, June 24, 1889.  
Taylor, Charles E., Ridgeville, Mineral county, June 25, 1889.  
Steele, M. H., Little Falls, Monongalia county, August 16, 1889.  
Buchanan, John, Berkeley Springs, Morgan county, August 28, 1889.

**FREE SCHOOLS.****MARSHALL COLLEGE GRADUATES.**

Beckley, John H., Dickson P. O., Wayne county, June 29, 1889.  
 Burgess, Fannie C., Huntington, Cabell county, June 25, 1889.  
 Cyrus, W. E., Huntington, Cabell county, July 12, 1889.  
 Hayalip, Rubie K., Guyandotte, Cabell county, June 25, 1889.

**SHEPHERD COLLEGE GRADUATES.**

Morgan, Augustus C., Shepherdstown, Jefferson county, June 1, 1889.  
 Fulk, Jacob K., Martinsburg, Berkeley county, July 12, 1889.  
 Neil, Mrs. Ida M., Shepherdstown, Jefferson county, August 28, 1889.  
 Kerney, Ida B., Shepherdstown, Jefferson county, August 28, 1889.  
 Brotherton, Ada V., Shepherdstown, Jefferson county, August 28, 1889.  
 Ramsburg, George H., Leetown, Jefferson county, September 8, 1889.

**CONCORD NORMAL SCHOOL GRADUATES.**

Dunbar, Emma S., Concord, Mercer county, July 4, 1889.  
 Settle, J. B., Concord, Mercer county, July 4, 1889.  
 Caldwell, W. H., Concord, Mercer county, July 4, 1889.  
 Poe, J. S., Brownstown, Kanawha county, July 15, 1889.  
 Medley, J. J. D., Bethel, Mercer county, August 5, 1889.  
 Hawley, W. P., Spanishburg, Mercer county, August 5, 1889.  
 Tickle, Mrs. M. Sue, Princeton, Mercer county, August 5, 1889.  
 Dunn, Hugh V., Kincaid, Fayette county, September 8, 1889.

**GLENVILLE NORMAL SCHOOL GRADUATES.**

Cather, Arthur A., Hardman, Gilmer county, May 25, 1889.  
 Cather, Annie, Hardman, Gilmer county, June 7, 1889.  
 Linn, Louise, Glenville, Gilmer county, June 7, 1889.  
 Bennett, Carey M., Bennett, Gilmer county, June 25, 1889.  
 Withers, Howard A., Rock Cave, Upshur county, June 25, 1889.  
 Hall, J. E., Auburn, Ritchie county, September 20, 1889.

**WEST LIBERTY NORMAL SCHOOL GRADUATES.**

Curtis, Bird M., West Liberty, Ohio county, August 10, 1889.  
 Hamilton, Mollie, Huttonsville, Randolph county, September 12, 1889.

**STORER COLLEGE NORMAL SCHOOL GRADUATES.**

Jenkins, W. H., Harper's Ferry, Jefferson county, July 4, 1889.  
 Page, Littleton L., Charlestown, Jefferson county, July 26, 1889.  
 Robinson, J. E., Harper's Ferry, Jefferson county, July 26, 1889.

**EXAMINED.**

Freeland, W. B., Terra Alta, Preston county, July 8, 1889.  
 Shorter, J. W., Pipestem, Summers county, July 31, 1889.  
 Harford, A. C., Williamsburg, Greenbrier county, August 15, 1889.  
 Bennett, C. J. C., Fairmont, Marion county, September 3, 1889.  
 Queen, G. F., Lorentz, Upshur county, September 3, 1889.  
 Sperry, Melvin, Avon, Doddridge county, September 3, 1889.  
 Shirkey, Lessie, Slasons ville, Kanawha county, September 2, 1889.  
 Milam, C. W., Charleston, Kanawha county, September 2, 1889.

All of the above named persons were granted six years certificates.

Yours very respectfully,

S. B. BROWN,  
*Secretary of the State Board of Examiners.*

REPORT OF THE STATE BOARD OF EXAMINERS FOR  
1890.

HON. B. S. MORGAN,  
*Superintendent of Free Schools,*  
Charleston, W. Va.

SIR: I herewith send you my fourth annual report of the certificates issued by the State Board of Examiners for the year ending September 30, 1890. Forty-one persons were granted certificates, all but two of whom were graduates of the State Normal Schools.

A financial report will follow later.

Yours, very respectfully,

S. B. BROWN,  
*Secretary State Board of Examiners.*

## FAIRMONT NORMAL SCHOOL GRADUATES.

G. W. Bland, Blandville, Doddridge county, July 14, 1890.  
Loyd W. Brown, Pruntytown, Taylor county, August 4, 1890.  
A. L. Demoss, Halleck, Monongalia county, July 9, 1890.  
Laura C. Dunington, Fairmont, Marion county, September 3, 1890.  
C. W. Evans, Fetterman, Taylor county, September 12, 1890.  
S. W. Graham, Morgantown, Monongalia county, October 23, 1889.  
G. B. Graham, Fairmont, Marion county, July 9, 1890.  
T. J. Humphreys, Midland, Taylor county, August 6, 1890.  
I. O. Martin, Fairmont, Marion county, July 10, 1890.  
D. E. Phillips, Fairmont, Marion county, July 9, 1890.  
Ira E. Robinson, Philippi, Barbour county, August 25, 1890.  
S. J. Satterfield, Palatine, Marion county, July 9, 1890.

## MARSHALL COLLEGE GRADUATES.

Mamie Carroll, Guyandotte, Cabell county, June 13, 1890.  
Sallie Gallaher, Huntington, Cabell county, June 13, 1890.  
J. I. J. Goff, Pocatolico, Kanawha county, June 14, 1890.  
Annie Love, Ona, Cabell county, July 9, 1890.

## WEST LIBERTY NORMAL SCHOOL GRADUATES

Addie Gardner, West Liberty, Ohio county, July 9, 1890.  
S. G. Lazear, West Liberty, Ohio county, July 9, 1890.  
Ella Smith, West Liberty, Ohio county, July 9, 1890.

## CONCORD NORMAL SCHOOL GRADUATES.

W. L. Burr, Falling Spring, Greenbrier county, July 10, 1890.  
E. H. Campbell, Red Sulphur Springs, Monroe county, August 4, 1890.  
N. A. Parker, Concord, Mercer county, August 25, 1890.

## GLENVILLE NORMAL SCHOOL GRADUATES.

Ida M. Braannon, Glenville, Gilmer county, October 23, 1889.  
John A. Burk, Sand Fork, Gilmer county, July 10, 1890.  
John C. Clawson, Stumptown, Gilmer county, July 9, 1890.  
Henry B. Davis, Nicholas C. H., July 9, 1890.



Eliza Mullady, Beall's Mills, Lewis county, August 15, 1890.  
 E. S. Riddle, Auburn, Ritchie county, July 28, 1890.  
 Eugene Weaver, Jr., Tanners', Gilmer county, July 2, 1890.  
 Creed Wilson, Pennsboro, Ritchie county, July 9, 1890.  
 N. E. Wyant, Sand Fork, Gilmer county, July 10, 1890.  
 Jas. L. Smith, Elizabeth, Wirt county, June 13, 1890.

## SHEPHERD COLLEGE NORMAL SCHOOL GRADUATES.

Julia Mason, Shepherdstown, Jefferson county, July 9, 1890.  
 J. Frank Turner, Shepherdstown, Jefferson county, August 25, 1890.

## STORER COLLEGE NORMAL SCHOOL GRADUATES.

J. R. Clifford, Martinsburg, Berkeley county, August 2, 1890.  
 B. E. McDowell, Harper's Ferry, Jefferson county, September 3, 1890.  
 R. W. Colloway, White Sulphur Springs, Greenbrier county, September 12, 1890.  
 Permella V. Burrell, White Sulphur Springs, Greenbrier county, September 12, 1890.  
 W. H. Phillips, Hedegsville, Berkeley county, September 12, 1890.

## EXAMINED.

A. M. Lorentz, McMechen, Marshall county, July 9, 1890.  
 May Bond, Peel Tree, Barbour county, September 18, 1890.  
 All the above forty-one persons received second grade certificates.

List of Questions Submitted to Applicants for  
State Certificates.

## ORTHOGRAPHY.

1. Define an elementary sound. How many are classed as vocals, how many as sub-vocals and how many as aspirates?
2. Make a table of the cognate consonant sounds of our language, and give their diacritical markings.
3. Indicate the correct pronunciation of the following words :  
vicar, vagary, languid, turbine, almond, ere, museum, pyrites, sumac, trichina.
4. To what are these sometimes equivalent? *qw, y, ph, ch, gh*?  
Give examples of each.
5. With regard to the organs chiefly used in articulating the sounds, into what classes are consonants divided? Give examples.
6. Write the present participle of flog, dye, condemn and dire;  
and the past participle of fry, bury, stay, write.
7. Give rules for b, h, n and p silent.
8. Give a good rule for spelling words containing *ei, ie, ceous* and *cious*.
9. Give rule for dropping final *e* when taking a suffix. Rule for doubling final consonant.  
Rule for changing final *y*.

10. Define root, prefix, suffix. Submit a list of words to show the meaning of a few common prefixes and suffixes.

## READING.

1. What is meant by modulation.
2. To what extent if any do you consider learning to read a matter of imitation?
3. What would be required of pupils in preparing a reading lesson? What is the teacher's part of this work?
4. Indicate, by underscoring, the words and phrases that should receive the expression in the correct reading of the following and give reason in each case:

"And out again I curve and flow  
To join the brimming river,  
For men may come and men may go,  
But I go on forever."

5. From what poem is the above a selection? What can you say of its author?

## PENMANSHIP.

1. Name and describe different positions at desk, and state which you prefer.
2. Give number and names of principles employed. Illustrate.
3. Tell how angles are measured, and name slants and degrees of same.
4. Name classes into which small letters are divided, giving, in alphabetic order, those in each class, with exceptions, if any.
5. Name lines with respect to *form*; to *space*.
6. Name capital letters extending below the base line; give their *length*.
7. How are strokes combined in making letters. Illustrate.
8. Give rules for *spacing*; and *forms* of *shaded strokes*. Illustrate each.
9. Give a four-line stanza of poetry as a specimen of your hand writing, illustrating the principles of the system you use. Name it.
10. Write your name *in full*, and *analyze the letters* in it. Name chief object of penmanship.

## ARITHMETIC.

1.  $(18 - 2\frac{3}{4}) + 6.75 \times 27\frac{3}{4} - 16\frac{7}{8} \div (4\frac{1}{2} + 3.2) = \text{what?}$
2. A can do  $\frac{3}{4}$  of a work in 8 hours, B can do  $\frac{2}{3}$  of the remainder in two hours, C can then finish it in 40 minutes. In what time can all do it working together? (Write out complete analysis.)
3. What will  $21,739\frac{1}{4}$  pounds of coal cost at  $8\frac{1}{4}$  cents per bushel? This coal is found to fill a bin  $12 \times 7 \times 5\frac{1}{2}$  ft. If bought by measurement (1 bu. coal = 5.4 ordinary bushel) what would the cost have been?

4.  $\frac{3}{4}$  per cent. of 27 is what per cent. of 50? (Analyze.)

5. A druggist buys brandy at \$4.00 per gallon. He adds water so that selling at \$3.00 per gallon, he gains 50 per cent. What per cent. of each gallon is water?

6. Bought a lot for \$500 paying for it with 5 shares of R. R. stock (\$100 each) that I had previously bought at 80 per cent. Sold the lot afterward for \$650—\$300 cash, and for remainder a negotiable note at 3 months without interest, which note I discounted at a bank at 8 per cent. Find net gain per cent. on original investment.

#### ENGLISH GRAMMAR.

1. 

*Most sweet it is with unuplifted eyes,  
 To pace the ground, if path there be or none,  
 While a fair region round the traveler lies,  
 Which he forbears again to look upon."*

Analyze the above sentence in full, and parse the words in italics.

2. Incorporate each of the active and the passive infinitives and participles of the verb "with" in sentences.
3. Write a synopsis of the verb "have" in the indicative and potential mode.
4. Define voice, and prove that only *transitive* verbs can have the *passive* voice.
5. Give the difference and the resemblance between participles and adjectives; between personal and relative pronouns.
6. How do clauses differ from phrases? Classify the clauses and give an example of each.
7. In what three ways may the form of a sentence be changed? Illustrate each.
8. What can you say of the number of a verb required by a collective noun? Illustrate by examples.
9. Is the English a composite language? If so, state its elements, and tell which predominates.
10. Parse the words in italics in the following: *I believe him to be a man wanting* in veracity.

#### GEOGRAPHY.

1. Name two leading divisions of each continent, state for what each is noted, and name the principal articles we import from them.
2. Which of the oceans receives the greatest amount of drainage? Name the two largest rivers flowing into each of the five oceans.
3. How does the length of a degree of longitude at Wheeling compare with a degree of latitude? Why?
4. Name three large islands south of Asia. Two west of Africa. Locate the Falkland islands, St. Helena, Hebrides, and tell to whom each belongs.

5. Which grand division possesses the greatest commercial advantages? Why? Which the least? Why?  
Where is the great arid region of the U. S.? Give cause of its aridity.
6. Under what national governments are the following cities, respectively: Dublin? Sebastopol? Constantinople? Monrovia? La Paz? Hobart Town?
7. What are the three great ocean movements, and the cause of each? Which of the currents exerts the most important influence on climate? Why?
8. Trace the 40th parallel of north latitude around the earth, naming the leading divisions of land and water over which it passes, and two large cities in each division of land near this circle.
9. Name the six most densely populated countries, the six largest islands and the six greatest powers of the world.
10. Explain the cause of the Trade Winds, and tell why they do not blow directly from the north and the south.  
Name the bodies of water over which a vessel would pass in going from Chicago to Calcutta.

## UNITED STATES HISTORY.

1. Give the names of six of the early explorers and the regions visited by them. When was King George's War?  
What did the treaty of Paris relate to?
2. Give short sketches of Benedict Arnold and Aaron Burr.
3. Name five signers of the Declaration of Independence, and five members of the Constitutional Convention.  
What were the chief points of difference between the members of the Constitutional Convention?
4. Who were the generals who carried on the wars against the Indians of Ohio?  
What was meant by Alien and Sedition laws? What great men died in 1799?
5. Give names of commanders who achieved great glory in the war of 1812 and the reasons in each case. In what manner did the United States obtain Florida?
6. What Presidents have not been elected in the regular manner?  
What is meant by "Clinton's big ditch."  
When were railroads first put in operation in this country?
7. Give a short sketch of Andrew Jackson, and the events of his administration.  
What was the cause of the Mexican war?
8. Who was the first Republican candidate for President, and for what was he celebrated?  
Where was the battle of Lookout Mountain, and who were the commanders on each side?  
Where was Picket's great charge made?  
Why was Andrew Johnson impeached?  
What Centennial celebration was held in 1881?

## PHYSIOLOGY.

1. Give number and names of the divisions into which the Anatomy and Physiology of the human body may be naturally separated.
2. Give number of bones, including teeth, in an adult, and tell how many are in the head, the trunk and the extremities.
3. What are joints? Name kinds, and locate one of each.
4. Describe a muscle; tell how they act in pairs.
5. Locate the deltoid muscle, the bi-ceps, the tendon of Achilles.
6. Name the digestive organs, and the secretions from each which the food meets in its passage through the system.
7. Distinguish between *secretion* and *excretion*. Name one of each.
8. Name the organs of circulation; the two kinds; tell what *capillaries* are.
9. Name the *functions of sweat-glands*; the result if closed.
10. How could you demonstrate that alcohol affects the brain?

## ALGEBRA.

1.  $\frac{x}{4} + \frac{y}{9} = 11$ ;  $\frac{x}{9} + \frac{y}{2} = 7$ ; find  $x$  and  $y$ .
2. A number consists of two digits; the sum of the digits is 11. But if the number be divided by the digit in unit's place the quotient will be 13. What is the number?
3. If a certain number plus 14 be multiplied by itself the result will be 147. What is the number?
4. The product of two numbers is 63; the difference of their squares is 432. What are the numbers?
5.  $\begin{cases} x+y=11; \\ x^2-y^2=11. \end{cases}$  find  $x$  and  $y$ .  
Raise  $3x+4y$  to the 5th power by the binomial theorem stating the process you use in doing it. Complete this square  $3x^2 + 7x = 196$  by the Hindoo method and find the value of  $x$ .
6.  $x+y=36$ .  
 $x+z=40$  find  $x$ ,  $y$  and  $z$ .  
 $y+z=42$ .
7. Add  $3\sqrt{\frac{1}{10}}$ ,  $4\sqrt{\frac{1}{360}}$  and  $6\sqrt{\frac{1}{4,000}}$ .
8. What is a residual, monomial, a surd?  
What is the reciprocal of a quantity?  
Can you show the zero power of any letter is equal to unity?

## RHETORIC.

1. What is the province of Rhetoric?  
To what authority do we appeal in Rhetoric?  
What is meant by style?
2. What is the basis of imagery? Define metaphor and metonymy, illustrating each by an example. What is meant by a faded metaphor? What is meant by synecdoche?
3. State the successive steps you take in preparing an essay.  
What are the points of value to those engaged in a debate?  
What is the basis of wit? Define satire and irony.

4. What effect on a sentence has a transposed order of the words ?  
What is an oration and what is the purpose of it ?  
What is the purpose of poetry ? Give examples of obsolete words and of provincialisms.
5. What is meant by rhythm, rhyme, metre and verse ? Name the different kinds of feet and show the manner in which they are constructed.  
What is meant by Spenserian stanza ?
6. Scan these lines :

Hope in our hearts doth only stay  
Like a traveller at an Inn,  
Who riseth up at the break of day  
His journey to begin.

Conscience is harder than our enemies,  
Knows more, accuses with more nicety.

All the many sounds of nature  
Borrowed sweetness from his singing,  
And the hearts of men were softened  
By the pathos of his music.

#### NATURAL PHILOSOPHY.

1. Define *physics*, *horse-power*, *lever*.
2. Name *six* simple machines ; give law for the screw.
3. Define *centre of gravity* ; explain *cause of friction*.
4. What effect does breaking a magnet have upon it ? Distinguish between *frictional* and *voltaiic electricity*.
5. What is *capillary attraction* ? Explain the method of *charging the Leyden jar*.
6. What is *Archimedes's principle* ? What is meant by *timbre* ?  
By *pitch* ?
7. Define *matter* ; give three conditions of matter, defining each.
8. Give *Newton's laws of motion*. How high can water be lifted by a common pump, when the barometer stands at 29.5 inches ? Solve in full.
9. Name four kinds of water-wheels, and state which gives the greatest per cent. of power with a given amount of water.
10. How much weight does a floating solid lose ? State what works on physics you have studied.

#### PSYCHOLOGY.

1. Give an outline of the powers of the soul.
2. Discuss briefly *attention*—nature of—cultivation.
3. Topic : "*Sense—perception*." Original and acquired perception—What are the original presentations by each of the special senses ?
4. Discuss and compare Memory and Imagination.
5. What is Conception ? Judgment ? Reasoning ? Define and illustrate two kinds of Reasoning.
6. What is Intuition ? What knowledge is given us by this power ?
7. Classify the Simple Emotions. How are the Emotions related to Education ?
8. Discuss briefly "*The Will*." Its training in relation to character.

## THEORY AND PRACTICE.

1. What have been your educational advantages? what experience in teaching have you had? Name one or two books on teaching that you have read or studied.

2. Explain and illustrate the difference between the analytic and synthetic methods of teaching.

3. What do you understand by the maxim "learn to do by doing"? Is it true without limitation? Why?

4. Complete the following out-line:

School Government.	{	Ends.	}
	{	Means.	}

5. What are the essentials on the part of the teacher for conducting a recitation properly?

6. Name five great educational reformers. Give a brief sketch of any one of them.

7. As a topic, discuss briefly, "Character building in our public schools." (a) Its extent is demanded by the relation of school and State, (b) The present work of our schools in this direction.

**WHEELING CITY.**--W. H. ANDERSON, *City Superintendent*,  
Written Report.--1890.\*

The schools of this city seem to be gradually improving, at least keeping pace with the grand march of progress in educational matters throughout the land.

For several years past we have enjoyed most excellent advantages, our annual Peabody Institute has done much for the improvement of our teachers.

We have had with us as instructors some of the very ablest educators in the country, and evidently their instructions have not been lost on our teachers. This is evidenced by their increased interests and efficiency in their daily work in the school room.

It is frequently remarked by our principals and teachers who have had long experience here, that the work of keeping order in schools is gradually becoming less. Cases for discipline are comparatively few, and very extreme cases are very rare indeed.

The insubordinate pupil is not looked upon with favor by his fellow pupils, and general good conduct seems to be expected and observed by almost every one.

Our course of study has been improved during the past year by adding vocal music under a very excellent special teacher, and also book-keeping in one of the higher grades of our schools.

\*Omitted by mistake from page 60.

REPORTS  
OF  
COUNTY SUPERINTENDENTS  
FOR THE  
SCHOOL YEARS ENDING JUNE 30, 1889-90.

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BARBOUR COUNTY FOR 1889.—J. S. MALCOLM, Sup't.

*(No written report.)*

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BARBOUR COUNTY FOR 1890.—S. S. TALBOTT, Sup't.

I have the honor herewith to transmit my first annual report of the condition of the Free Schools in Barbour county. In visiting the schools of Barbour county the past winter, I must say that I was pleasantly surprised to find so much earnestness manifested upon the part of the teachers. They were energetic and industrious, and they impressed me that they were not teaching for mere pay, but that they had a love for the work. The teachers are putting forth greater efforts every year to qualify themselves for the work. I am pleased to say that our people are taking an interest in the school work of the county. The financial standing of our Boards of Education is good, as you will perceive from the report that there is a balance in the treasury of both funds in nearly every district. They have built four new school houses during this year to meet the necessities of our increasing school population. In



addition to the creation of new sub-districts, they are supplanting some of the houses in the older sub-districts with new and more modern structures. Some of the boards are furnishing their houses with patent desks and dictionaries, much to the comfort and convenience of both teachers and pupils. If the spirit of improvement that now prevails among our people be intensified by a sufficient amount of enthusiasm on the part of the teachers and school officers, it will not be long until all our houses will be supplied with the fixtures so necessary to successful work in the school room. The Teachers' Associations held in different parts of the county during the past winter were generally well attended not only by the teachers, but by the parents and children who seemed to be as deeply interested in their success as the teachers. In this connection, I desire to express my gratitude to Prof. S. F. Reed, D. E. Phillips, J. D. Dadisman and Ira E. Robinson for their instructive and interesting lectures at our associations.

In conclusion, I wish to return my thanks to you for the many courtesies shown me in the discharge of my duties, to the different Boards of Education for their fervent and cordial support and to the teachers and people of my county for their active co operation and encouragement.

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#### BERKELEY COUNTY FOR 1889—D. H. Dodd, Sup't.

I have the honor to transmit herewith my second annual report of the condition of the schools of Berkeley county.

Our teachers upon the whole are doing good work, and the people, generally speaking, are satisfied with the results.

There are sixty-three schools in Berkeley, employing sixty-seven teachers, including a four-month's school for colored children in Opequon district.

Prof. A. L. Wade's Graduating System, with slight modifications, was again revived last winter, and has given a new impetus to the life of our schools. A catalogue has been carefully prepared, and is now ready for publication. This catalogue shows the graduates and under-graduates, the names of teachers and school-officers, and the general condition of each school, and will be hailed with delight by every lover of education. Thirty-four pupils passed creditable examinations and were awarded honorary certificates, some of which, have since been examined by the county board of examiners, and will teach the ensuing term.

While our schools upon the whole are in a fair condition, there are some obstacles in the way of rapid progress. One of the principal things lacking, is furniture and apparatus in most of the districts, and a more liberal salary needs to be paid to our best teachers throughout the entire county. Teachers do not remain long in the profession. As my report will show, there are but seven teachers in the county who have taught the same school more

than two times, and a large majority of our teachers are just entering the profession. If Boards of Education would provide a more liberal salary, there would be some encouragement to teachers to remain in this vast and all-important field of labor.

The Board of Examiners have raised the standard of the teacher in this county, and it is hoped that the Boards of Education will concur in this effort to place the schools upon a higher plane, by paying better wages.

The patronage of our schools is far from what it should be, yet the statistical part of this report will show that we are progressing. In 1886-7 the average daily attendance was 1,347; in 1887-8 it was 1,373; in 1888-9, it was 1,485. This shows a steady and healthy growth of the popularity of our system, and I trust it will be but a few years more until all prejudice shall be laid aside, and the people will avail themselves of the liberality of the State in providing popular education for their children, and instead of the attendance being 36½ per cent. of the enumeration as it is now, it will then run into the seventies or eighties, where it should be, without the necessity of compulsory law.

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#### BERKELEY COUNTY FOR 1890.—D. H. DODD, Sup't.

In this, my third annual report, I am glad to say that notwithstanding the great barrier of *low wages* to teachers, we are steadily advancing, yet we are not where we should be in educational matters. We have raised the standard of requirement, and by this means, compelled the indifferent class of teachers to step down and out of the way of better; but instead of the Board of Education co-operating with us in this effort to secure none but the best teachers, in some of the districts they have reduced the wages, and in others, the length of term, thus driving away some of our best talent to more lucrative fields of labor. This is much to our detriment; but while we are laboring under these unfavorable circumstances, we are still laboring in earnest. Many of our teachers make great sacrifices for the good of the rising generation, by personal outlay to supply better apparatus.

A wonderful interest has been created in this county amongst the more advanced pupils—and not these only, for I believe nearly every child of school age in this county, has felt the influence,—by the successful adoption of the “graduating system.” It is really amazing to see what interest is manifested both by teachers and pupils since the system has been put in successful operation. In my last report, I stated that thirty-four pupils passed the examination and received diplomas; last year fifty-seven graduated with good per cents., every district in the county being well represented. Parents take more interest than formerly and

anxiously look forward to the time when their own children are expected to graduate as set forth in the catalogue that was published last year. This catalogue represented every school in the county, and gave much useful information concerning our whole system of schools in the county. A course of study was laid down, to be completed in a given number of years, and all seemed to realize that the end was possible, and set to work to reach the desired goal.

I visited nearly all of the schools a second time last winter, and believe that such supervision pays; but there is not sufficient money paid the superintendent to give the schools that attention they should have from that officer. From two to three hours at a time, was as much time as could be allotted to each school. I believe that the State legislature could enact no wiser law than to enlarge the duties of county superintendent, and increase the salary of some, so as to justify his giving the entire time to the work of school supervision.

Three new houses were built last year, and as many more will be erected before the schools are opened again; these generally take the place of old ones, but a few are on other sites.

Worcester's Universal and Critical Dictionary, has been placed in all the schools of the county by the Board of Education, except those of Falling Waters district. It is not the book for our schools, and I am sorry that it has a place there. As Webster's Primary is used in all the schools, and Webster is taken as authority for both spelling and pronunciation, especially the latter, it would have been far better to supply our schools with a book by the same author, even if the cost would have been far greater. The diacritical marking being entirely different from that of the readers, geographies, dictionaries and spellers now in use, I consider the introduction of a new author a positive injury to pupils, and can be of no service to any one except to the teacher as a reference book.

But little interest so far has been taken in Arbor Day. A few teachers have observed it, but the great majority pass it by unobserved, probably because the grounds are not fenced. I want to make a special effort for its observance next year.

A great many of our houses have been supplied with patent desks, and many others will be provided for before the schools open again, still there is room for many more than will be purchased this summer.

Five of the six rural districts in the county are now right well provided with comfortable houses and substantial desks, but there is not a first-class blackboard in the county, and some of the schools would be as well off without any board, as to attempt the use of the ones now provided; still nearly all of our schools are supplied with boards that can be used under unfavorable circumstances.

Our wants, to elevate the schools to their proper standard are, better school houses and furniture in some of the sub-districts;

better black boards and apparatus; uniformity of text-books; more efficient teachers; better salaries; regularity of attendance; a higher estimate of the importance of education; more interest on the part of parents and trustees; and a better supervision of schools.

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BOONE COUNTY FOR 1889.—M. F. VICKERS, Sup't.

*(No written report.)*

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BOONE COUNTY FOR 1890.—ISAAC L. EUSTACE, Sup't.

*(No written report.)*

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BRAXTON COUNTY FOR 1889.—D. S. MORTON, Sup't.

I herewith submit my second annual report of the schools of Braxton county. I visited a majority of the schools the past winter, and found them generally in a prosperous condition. Education is on the advance in this county. Many of our teachers are young, but they are making great efforts to improve themselves. The low wages and short terms of school still continue to drive our experienced teachers from the ranks.

We had quite a number of good select schools taught this summer, which were well attended by our young teachers.

Our Boards of Education in the several districts are making great improvements in the quality of school buildings in their respective districts. At the present rate of building our houses in a few years will all be good frame buildings. All the districts in the county except two were supplied with Worcester's Universal and Critical Dictionary the past year, which I think is a great aid to teachers and pupils.

Our institutes conducted last year by Prof. J. W. Bonner, this by Prof. J. F. Ogden, were well attended and well conducted. The teachers were highly pleased with the work of the instructors, and I think they are trying to put the instruction received to practice in their schools. I am

pleased to say in conclusion that I think the educational outlook for Braxton county is bright, and it will not be long until she will be among the foremost counties in the State.

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#### BRAXTON COUNTY FOR 1890.—W. F. DUFIELD, Sup't.

I beg leave to submit my annual report of schools in Braxton county for the school year ending June 30, 1890. I have tried to make my report as correct as possible and hope it will prove so when you examine it. The schools in this county are in very good condition, the worst drawback is the few who attend school, but we think the parents are mostly to blame for it. A good parent makes a good pupil. It seems as though the citizens and people generally possess a grudge, or envy against the teacher, but I am glad to say it is fast giving away to more intelligent ideas. The teachers are trying to prepare themselves for more efficient work in the cause of education. Braxton has had some very good select schools taught this summer. H. O. Ross, H. L. Hornbeck and Luther Cline have conducted progressive schools this summer. I think we could have better schools by paying more for No. 1 teachers and making our examinations much harder, in the first place teachers are not paid enough to prepare themselves to teach, from the fact they have only four months to teach. Therefore I think teaching should be made a profession as well as medicine and law. Then with sufficient pay they could afford to devote all their time and interests to the profession. I also think our institutes should last two weeks instead of one, and that the teachers should take a more active part. Most of the teachers just drag through the institutes from the simple fact they don't care, they are only making teaching a stepping stone to something else. Therefore I would advise higher wages, longer terms, more thorough work and more difficult examinations.

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#### BROOKE COUNTY FOR 1889.—Geo. W. RUSSELL, Sup't.

In compliance with the requirements of the school law, I herewith submit my eighth annual report of the finances and condition of the schools of Brooke county for the year ending June 30, 1889.

I have visited every school in the county and have noted the course of study, methods of instruction, &c., as required, and have made such hints and directions as seemed proper.

I have found that the most common error of our teachers is the

habit of assisting the pupils when reciting, thus deceiving both teacher and scholars as to the amount of progress made. Another is the falling into a monotonous routine of school work without putting any life, spirit or attractiveness in it. And still another is a lack of skill in management and consequent failure in the full accomplishment of some of the principal objects of education, viz: Development of mental power; cultivation and disciplining of the moral and intellectual faculties; and the acquisition of knowledge.

We have too many boys and girls without experience and without any, or with but little, normal training, trying to teach and by our present system they can present certificates to the trustees equal in certified qualifications to the most experienced teacher in the county. In other words experience is at a discount. It is true that some teachers never learn anything by experience and continue in the same ruts through life, but I believe they are the exceptions to the rule. A knowledge of the proper methods of teaching is what is lacking, and although our institutes are doing much in supplying their need, they can not be expected to give normal training to young beginners. It should be a very difficult matter to procure a school without experience or proper preparation for the work.

Our Brooke county schools when compared with the past, or with other counties, are doing most excellent work, but when they are compared with what they ought to be considering the importance of the work and its effects on society, is quite a different question. I think we should not be satisfied with doing as well as others, but should strive to do the very best possible by taking advantage of all of the help within our reach.

What wonderful results would be accomplished in a few years if all of our teachers, school officers, and above all, the public generally would do all possible to improve the physical, intellectual and moral condition of society through the instrumentality of our schools.

Many of our school houses are getting old and begin to need extensive repairs, and some will have to be rebuilt before many years. I believe, however, that there is a disposition to make, promptly, all necessary repairs and rebuild when too far gone to repair.

I think a better supervision of the schools by superintendents paid for spending their whole time in the work would be an improvement to our present arrangement of trying to get the work done without sufficient pay for it.

Our institute held June 3rd, 1889, was well attended, the teachers taking an active part in the work. Several evening sessions were held, and a very able lecture was delivered at one of them by President W. H. Woolery, of Bethany College, on "The Superiority of Our Civilization." A series of resolutions were adopted at the close of the session and a copy sent to the *West Virginia School Journal*.

The number of examinations required of teachers in connection with the other rapidly increasing work is unreasonable and unjust, and everybody appears to agree to this, but our legislators fail time after time to make the changes in the law necessary to correct the evil.

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#### BROOKE COUNTY FOR 1890—W. A. STRAIN, Sup't.

I herewith submit my first annual report of the finances and condition of the schools of Brooke county, for the year ending June 30, 1890.

I have visited all the schools in the county but two; one of which was closed by sickness of teacher and the colored school of Bethany which was not in session at the time of making my visit. I have tried to fulfill the requirements of the law in noting the course and methods of instruction, and have given such directions as have seemed proper. The most common error of many teachers is giving too much aid to their pupils during recitation, and often in the preparation of the lessons; this is misleading and does not teach the child the value of self-reliance.

From what I could see and learn during the time I was in the schools, and from conversation with patrons and others, I am of the opinion that they are fairly well conducted, and will at least compare with schools in adjoining counties. It is true we have some teachers who are young in experience, and still a few who have been teaching without putting any life or attractiveness in their work, but this can not be remedied under the present system, for as long as teachers are poorly paid, we can not expect to hold the teacher of experience, for it is not long until he seeks a better paying position. Then the greatest need of the school now is, more liberality in the teachers' salaries, the procuring of improved apparatus, &c., and above all, a manifested interest in the schools by parents, patrons, school officers—especially by the trustees, who are generally liberal in making repairs and furnishing supplies, but many of them at least are forgetful of any other duties as school officers, and seldom visit the schools to note their progress. In general, we need a closer supervision by all school officers, that they do all in their power to improve the intellectual and moral condition of society through the medium of our schools. Our Institute held May 26th, was well attended, and a manifest interest taken in it by the teachers. Several evening sessions were held and an able and instructive lecture delivered at one of them by Professor Triple, of Bethany College.

A series of resolutions were adopted at the close of the session, and sent to the *West Virginia School Journal*.

The number of examinations required of teachers of experi-

ence is unreasonable and unjust as all agree, but none but the State Legislature has power to remedy the evil.

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CABELL COUNTY FOR 1889.—GEO. R. BLUME, Sup't.

I hereby submit my report of the condition of the schools of Cabell county for the year ending June 30, 1889. I have had considerable trouble in getting correct reports from several districts, but I think that I have succeeded in getting reports that are very nearly correct and I hope that they are entirely correct. I visited nearly every school in my county this year and found the teachers doing good work.

EXPLANATIONS.—1. The Board of Education of Grant district in their settlement with the sheriff settled for three different funds, namely: Teachers', Building, and Graded School funds; and as there is no place in this blank to report the third fund, I have combined it with the Teachers' fund as it was used to pay the teachers in the Milton Graded School.

2. In the Teachers' fund of Barboursville Independent District, there is really \$48.45 due the sheriff instead of .04 as shown by this report. In last years' settlement there was an error which was reported but as there is no column in this report to show errors made in the sheriff's settlement, I had to leave the same out.

3. From column 37 to 55 the report for the Independent District of Huntington, is not exactly correct, as some of the teachers failed to report these facts to the secretary and the teachers are now away, so neither the secretary nor myself have any way to get them exact.

4. In the Independent Districts of Huntington and Guyandotte they do not pay the teachers according to grade of certificate, but according to the grade of work that they teach, therefore, I can not report the rate paid for the different grades of certificates in those districts.

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CABELL COUNTY FOR 1890—J. D. CARTER, Sup't.

I hereby transmit my annual report. I have done the best I could with the information that I could obtain. There may be some discrepancy in the railroad tax, as the Auditor certified to me only Grant, Barboursville and Guyandotte districts, and did not give me the amount due the Independent district. So I was



compelled to give in my report the amount of railroad tax due those districts as settled by the sheriff. In Grant district there was a levy laid for three different funds, namely: Teachers' Building, and Graded School fund, and as there is no column to report the third fund, I have combined it with the other two. Our schools are progressing nicely, but few of them you will see from report are using Physiology in their schools. We will make an effort to improve on this line of study this year.

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#### CALHOUN COUNTY FOR 1889—JAMES E. FERRELL, Sup't.

I herewith submit my second annual report for the school year ending June 30, 1889.

The schools of my county are in a prosperous condition and have made a decided progress since last year. The number of schools increased from 54 to 57. The log cabins and earthen floors of former days have long since passed into oblivion, and Calhoun can boast of houses excelled for comfort and elegance, by none in the State. The school work of my county is conducted in perfect harmony. Teachers, patrons, trustees and all school officers, go hand in hand, having in view the promotion and advancement of our schools. As I deem it unnecessary to give a rehearsal of my report, I will close by saying, that an educational prosperity depends upon the energy of our teachers, and hope that they all realize the importance of their duties. As this is my last annual report I return my thanks to the teachers, patrons and school officers of my county for their co-operation in the school work, and retire with the pleasing satisfaction of one who has done his duty as best his ability would permit.

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#### CALHOUN COUNTY FOR 1890—E. CHENOWETH, Sup't.

You will see from the accompanying report that the financial condition of our schools is reasonably good, and while the attendance is not what it should have been, yet our people are taking a greater interest and are becoming more in sympathy with the free school system.

Our teachers are, many of them, young and inexperienced, but are steadily improving in scholarship and the art of teaching. But few as yet have availed themselves of the privilege of attending the normal schools, but we hope to fill our appointments from

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this county this year. Our teachers are in favor of a graded course of study for the common schools of the State.

We would venture to suggest that the unit of local taxation for free school purposes should be the county instead of the district, and that the rate of teachers' salaries be the same throughout the county; that a No. 3 certificate be granted for one year; No. 2 for two years, and No. 1 for three years, and that a four year certificate be renewed upon examination.

We hope by another year to be able to report better attendance and more uniform results.

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CLAY COUNTY FOR 1889.—D. UPTON, Sup't.

*(No written report.)*

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CLAY COUNTY FOR 1890.—H. L. MORRIS, Sup't.

*(No written report.)*

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DODDRIDGE COUNTY FOR 1889.—AMSTER BEAVER, Sup't.

*(No written report.)*

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DODDRIDGE COUNTY FOR 1890.—AMSTER BEAVER, Sup't.

I have endeavored to make this statistical report accurate and complete by using the reports placed in my hands. Our county clerk failed to certify the valuation to the secretaries of South-west and Salem independent districts, hence they could not certify the same to me. I did not total columns 169, 170, 171, 172, 173 and 174, as you will see, for the reason of not knowing what to do with them. I am not as thoroughly posted upon the finances of the county as I should be, hence my report may not be what it should on the account of the secretaries. In South-west district the secretary reports no commission for sheriff in

the statement for teachers' fund. He claims that he settled with the deputy sheriff, and there was no commission charged. As this is my first report of the kind I hope it will be satisfactory.

Our schools last winter did good work, but we are expecting better and more thoroughness next winter. The teachers of this county are adopting the newer and better methods, and ere long this county will compare favorably with others.

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FAYETTE COUNTY FOR 1889.—J. T. GROSSE, Sup't.

*(No written report.)*

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FAYETTE COUNTY FOR 1890.—B. BIBB, Sup't.

I have the honor, herewith, to transmit my seventh annual report of the condition of the Free Schools of Fayette county.

Several years have elapsed since I made my last report for the county, and within that period many changes, educationally, have taken place, some of which, I am glad to say, for the better. As a class, I do not see that there has been any marked improvement on the part of our teachers. The older and more experienced teachers have advanced in the profession, and doubtless do better work as their experience grows, and their knowledge of the work widens. But the poor remuneration that they, in many instances, receive for their work, has driven many of them from the profession, and their places have been filled by the young and inexperienced. This state of affairs tends to keep the efficiency of our teaching corps very nearly the same, as the years go by. It seems to me, under these circumstances, that some legislation is needed whereby the teachers of larger experience and greater efficiency should be given greater advantages, as to their standing professionally, than they at present have. It would also be wise, in my judgment, for a law to be enacted setting forth at what age an individual should be eligible to teach.

The enrolment and average attendance, as my report will show, is not what it should be. How to remedy this evil is a question that may well concern our wisest legislators. I am of opinion that a graded course of study for all of our schools would have a good effect, in this particular; or perhaps a compulsory education law would be the proper remedy. The character of our school buildings has improved greatly within the last few years. We now have, in most of the districts, good and substan-

tial frame school houses, well located, neatly painted, and many of them furnished with improved desks. These better houses afford both teachers and pupils much better facilities for their work; and it is a fact, that wherever we find the most attention paid to the comfort and taste of our school houses, we find the greatest interest manifested by the community in the advancement, socially, morally, and intellectually, of their youth. Altogether, I think I can safely say that the educational outlook in this county is hopeful.

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GILMER COUNTY FOR 1889—SPENCER COLLINS, Sup't.\*

I herewith submit to you my annual report of the Free Schools of Gilmer county for the school year ending June 30, 1889.

The schools of Gilmer county, are at the present in a prosperous condition. Our teachers are young ladies and gentlemen of intelligence, culture and ability, and are striving to prepare and fit themselves for their profession. Our Normal School at Glenville, is doing a great work in preparing teachers for the common schools. In looking over the list of teachers in Gilmer county, I find that over two-thirds of the seventy-five teachers in the county have attended the Normal School. The attendance last year was better than usual in all of the districts in the county, and as I now retire from the school work, I hope that the Free School system may continue to advance.

*\*Appointed to fill the vacancy of Thomas Kennedy, deceased.*

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GILMER COUNTY FOR 1890.—JAS. M. SLEETH, Sup't.

I hereby submit my first annual report of the common schools of Gilmer county.

I have been delayed in making this report on account of being unable to get reports from the various secretaries of the Boards of Education.

I have visited the seventy-seven schools in my county for the purpose of inspecting and helping the teachers organize their schools. This I did to the best of my ability, and found the schools in a reasonably good condition, that officers and teachers were making great efforts to make the schools as successful as possible with the small amount of funds at their disposal, and that the public schools are so increasing in popularity that every

one now admits that they are indispensable to the prosperity and happiness of the people.

Notwithstanding the difficulties that our public schools have had to encounter in the past, they have accomplished much good in giving the rudiments of an education to thousands, who, without them, would have grown up in ignorance to swell the already long list of illiterates that are a blot on the fair name of our State.

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#### GRANT COUNTY FOR 1889—J. C. JUDY, Sup't.

I hereby submit to you my fourth annual report, which I think you will find correct, or at least according to the secretaries' reports. There are, however, a few slight differences which ought not to be :

1. Net Levy.—In finding the net levy all the secretaries failed to deduct the delinquent list and exonerations, as the sheriff insisted on a settlement in that way.

2. The amount of money paid No. 1 teachers does not correspond to the number of months taught by No. 1 teachers, as some outstanding orders were paid and others were left standing over.

3. In Harman district, the sheriff's commission is all paid out of the building fund; also \$12.78 (under the head of contingencies), has been added to it, making in all, \$28.52. This was wrong, but it is the work of the sheriff and the secretary. You may find other slight differences which have occurred in the same manner, but my report is correct according to the secretaries' report.

Condition of the schools.—To take our schools on an average, they can hardly be said to be as good as they ought to be. In some parts of the county the schools are making rapid progress, while in other parts they are in the background.

Our great misfortune, perhaps, our greatest misfortune, is the constant change of teachers. The term is short, and the salary low, and the consequence is, that teachers are all the time passing out of the profession. At our first examination, in which we examined twenty-seven teachers, eight who had never taught, were examined. Thus we see that a very large per cent. of the work done in the schools is by inexperienced teachers. Our attendance is far below what it ought to be. Out of an enumeration of nearly 2,200, the reports show an average of exactly 1,000. How to hold our good teachers in the profession, and how to raise our per cent. of daily attendance, are important questions with us at this time.

## GRANT COUNTY FOR 1890—H. W. KUHN, Sup't.

I have the honor of submitting to you my first annual report of the condition of the Free Schools of Grant county for the year ending June 30, 1890. I hope you will find it correct. I visited nearly all the schools and found them doing well, with very few exceptions. I take great pleasure in saying that the general condition of our schools is gradually improving. Our Boards of Education in the several districts have made great improvements in school-houses. Good, well-painted frame buildings are gradually taking the place of the old log huts, and other inferior structures first erected. The Boards of Union and Grant districts are supplying all new houses built, and some of the old ones, with good improved furniture. The schools of Milroy district are supplied with maps and Worcester's Unabridged Dictionary. Those of Grant district with the Dictionary alone. Many of our schools have been taught for a few years by young teachers, yet, I am pleased to say, that most of them have shown commendable zeal and enterprise, and have been, and are still, making great efforts to improve themselves. Besides these we have a goodly number of experienced teachers, some growing old in the work. One great need of our schools is a more liberal policy in procuring apparatus, charts, &c., to say nothing of better salaries. Our teachers have, year after year, to pass more difficult examinations. A new branch of study has recently been added, with a just prospect of a still greater increase in that direction, yet the salaries are the same. I think it is in the interest of fairness that the salaries of our teachers should be increased in proportion as their work increases. There is yet a great lack of interest on the part of patrons of our schools. How shall this be overcome? A recent issue of an educational journal says there is but one answer, and that is by *good teaching*. Let our teachers think of this. Certainly much of the trouble may be overcome in this way, but there are some who, seemingly, can not be interested at all. I think the law respecting four years' certificates should be so amended, that those now holding them, may, at their expiration, receive another such certificate, after passing a single examination, and maintaining the standard by which the former one was obtained. I am of the opinion that a majority of our people believe that our Free School system should be a fixed thing. I wish, therefore, to protest against the nuisance of voting biennially for or against the levy for the support of Free Schools. I think our Legislature should increase the minimum term to five months at least.

Our County Institute, which convened at Maysville, was conducted by Prof. R. W. Tapp, and was considered by many the best and most interesting ever held in the county.

I wish to add that in my official visits to the schools, I was treated very courteously by the teachers and also by the people.

## GREENBRIER COUNTY FOR 1889.—J. W. HINKLE, Sup't.

I have the honor of submitting my sixth annual report of the Free Schools of Greenbrier county for the year ending June 30th, 1889. Having on five previous occasions reported at length the condition of the schools of this county I deem it unnecessary at present to enter into detail, since no material changes have been wrought within the past year. I will only add that the educational work in this county is encouraging. No department of the school interest is retrograding; but there has been a gradual advance toward better results each year. The Teachers' Reading Circle is now the greatest factor in increasing the teachers' efficiency that we have among us. We have made it a complete success. Our Circle numbers nearly one hundred; and twenty-five have completed the course prescribed, making in all that have belonged to this institution one hundred and twenty-five out of one hundred and forty-five teachers in the county.

In closing my report I desire to thank the school officers, teachers and many friends of education for the respect, courtesy and hospitality shown me while in the discharge of my official duties. My best wishes attend the educational interests of Greenbrier county.

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## GREENBRIER COUNTY FOR 1890.—E. D. SMOOT, Sup't.

*(No written report.)*

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## HAMPSHIRE COUNTY FOR 1889.—D. M. SHAWEN, Sup't.

*(No written report.)*

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## HAMPSHIRE COUNTY FOR 1890.—C. W. STUMP, Sup't.

I beg to submit the following explanations and remarks:

1st. In Sherman district the tuition of transferred pupils is charged to the teachers fund, and in all other districts is charged to the building fund.

2nd. The report of the secretaries of the State school fund does not agree with the figures sent me by you, but do agree with the apportionment made to them by my predecessors, as shown by

his books, I think the fault lies in reporting the gross amount to the Superintendent and when discounted will not correspond, at least that was the case in the amount of railroad taxes reported this year.

The schools of the county are doing good work, and are making rapid strides in advancement. Physiology and Hygiene are receiving due consideration, and I visited few schools, last winter, in which the wholesome effects could not be seen.

The following resolutions were passed by the Institute. *Resolved*,

I. That we believe the minimum school term should be six months.

II. That we hope it may be the pleasure of the State Legislature to amend the school law, that it may be possible for persons holding four years' certificates, to have them renewed at expiration, by passing one examination, provided, they have taught successfully four years, while holding the certificate.

III. That we believe the Institutes should be held at some time during the year, while the schools are in session, and further that that week should be included, as a part of the school month.

If sir, this resolution is heeded by the Legislature at all, it should be so amended that the school month should have twenty-two days, instead of twenty, as at present, and those attending Institute should have pay for twice the number of days in such attendance. This, in a county like ours, where nine-tenths of the male teachers are either farmers or farm laborers, would, I think, be much preferable to our present mode and time of holding our Institutes.

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HANCOCK COUNTY FOR 1889.—W. A. H. HOBBS, Sup't.

(*No written report.*)

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HANCOCK COUNTY FOR 1890.—W. B. STEWART, Sup't.

I submit to you my report with the following explanations: The delay in sending in my report was caused by the refusal of the sheriff to settle with the district secretaries until within the last ten days.

You will notice very few visits to the schools by the County Superintendent recorded. I will say in explanation, that it was utterly impossible for me to visit all the schools in this county during the last term of school on account of ill health, therefore I can offer no written report worthy of publication.

You will find in column 110 under the heading "For current expenses of schools" an item of \$300.00 for interest in Olay Independent district. The blanks for secretaries contains a



column headed "For interest" but I failed to find a column so headed in the County Superintendent blank for report, I place \$300.00 for interest in column 110, but make no further use of it.

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#### HARDY COUNTY FOR 1889.—W. VARNER, Sup't.

I present to you my sixth annual report as Connty Superintendent of Schools of Hardy county. I am profoundly grateful to you for the kindness I have received at your hands during my terms of office. You have shown skill and integrity in your work. You have always been very prompt in answering all my letters asking for interpretations of the school law. I trust that the kind hand of Heaven will always guide and direct you in your arduous work.

In regard to the condition of the schools in Hardy county, I am glad to report to you that last term was a prosperous term. The teachers have become more active in their work. The children generally are learning more rapidly under the new methods of instruction than formerly.

I am of the opinion that the whole trustee-matter should be changed. It is a very difficult thing to get a good set of trustees. No one likes to serve for nothing. It does seem to me that there should be three intelligent persons elected in each district, who shall have full charge of all the schools in that district, and who shall receive at least \$1.50 per day for their services. In this way efficient trustees can be secured.

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#### HARDY COUNTY FOR 1890—WM. M. DAVIS, Sup't.

I herewith submit my annual report of the schools of Hardy county for the past school year. The reports of the secretaries were excellent in the main, and the data here given may be relied upon as authentic.

You will observe the condition of our schools, while encouraging in a high degree to those who know the past history of the system in our county, is not at all so flourishing as it should be. The enrolment is small, and the average attendance is far below a standard based upon an active parental co-operation. Experience seems to demonstrate the necessity of a reasonable, judicious compulsory attendance upon the part of many for whom the free schools are primarily designed. I propose to call the attention of parents and school officers to this defect in a short series of articles in the county paper.

Our antiquated log houses are being gradually replaced with buildings of more modern form and adaptation. "Patent Desks" have been purchased in several instances—black-boards have been

slated, and the future outlook is promising. Public sentiment has been aroused and tangible result must follow. A very commendable ambition to hold a certificate of high grade, has secured a large number of teachers holding "4 years" and "No. 1 certificates." To meet the wants of teachers seeking better preparation, a "county normal" has been provided for, to continue four weeks. The patronage is encouraging.

The success of our graded schools at Moorefield has been exceptionally good for the past session. Under the instruction of the Principal, Miss Anna Fetzer, and her assistants, Mrs. Chambers and Miss Ollie Maupin, the term closed with highest commendations from the patrons.

Our County Institute, conducted by Prof. R. W. Tapp, of Morgantown, was pronounced to be one of the best held in the county. His teaching was both thorough and practical.

Prof. Wade's system of County Graduation was introduced among the schools and four young ladies received Diplomas of Graduation at Moorefield school.

Your convention for County Superintendents and Institute Instructors has the enthusiastic praise of all progressive educators in our county.

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#### HARRISON COUNTY FOR 1889.—JASPER KILE, Sup't.

I have the honor herewith to submit to you my fourth annual report of the condition of the Free Schools of Harrison county for the year ending June 30, 1889. I have used all the means at my command to make it full and complete. There were in all one hundred and seventy-seven schools taught last year, aggregating 780 months, which would make 65 whole years of school in one.

The average length of term was four months, and the average salary paid number one teachers was \$33. Only in a few instances were number two teachers employed.

I am glad to note the spirit of progress that seems everywhere to be going on. Better houses are being built, better furniture is being placed in them, and in many instances dictionaries, charts and wall-maps form a part of the school-room apparatus.

As to changes in our school law, I must heartily endorse the resolutions on legislation passed at the State Educational Association at its last session, at Morgantown; except I would recommend that the minimum length of term of the common schools be *five* in lieu of *six*, as per resolution.

In closing my report I desire to thank the school officers, teachers and many friends of education for the respect, courtesy and hospitality shown me while in the discharge of my official duties.

## HARRISON COUNTY FOR 1890—F. M. HARBERT, Sup't.

I herewith submit to you my first annual report of the statistical and financial condition of the schools in Harrison county.

I am a little late in making my report, owing to the incorrectness of the reports furnished me by the district secretaries. Many of them had to be returned for correction, and were not returned to me in time for me to make my report within the prescribed time.

I have tried hard to make my report as correct as possible from the information furnished me by the district secretaries. Many of the items in the statistical report were not furnished by the secretaries, hence that part of my report will not be complete.

The financial report, I think you will find correct, in the main.

I visited all the schools in the county last winter, except three. Those were temporarily closed at the time I made my visit. I found most of the schools in charge of wide-awake and energetic teachers. There is a very perceptible improvement in the scholarship of the teachers in this county, while their advancement in improved methods of teaching has been very great.

The majority of our teachers are subscribers to one or more educational journals, and many of them are well supplied with standard works on education. It is true, we have some teachers who are still in the old "ruts." Those, we hope, will soon be compelled to quit the profession.

There is a growing demand among school officers and patrons for the best talent that can be procured. This is causing teachers to make greater efforts to fit themselves for better work. One of the greatest drawbacks to the prosperity of our schools is the large number of inexperienced teachers employed each year. At our Institute held at Salem this year, there were sixty enrolled who had never taught. Most of those passed examination and will be employed as teachers this winter. This will be nearly thirty-five per cent. of the number employed in the county. A great many of these are mere children. With such conditions existing, we can not expect the best results in our schools. I can see but one remedy for this, and that is to pay experienced teachers sufficient salary to keep them in the profession. As it is our best teachers only continue in the work until they can find more remunerative employment.

It is our intention to gradually raise the standard of examinations in this county.

We think no fair minded teacher will object to this.

It shall be my aim to place the schools of Harrison county upon a higher educational plane, and we hope that the teachers will lend a helping hand in the effort.

There were one hundred and eighty teachers employed in the county last winter; seventy-six ladies and one hundred and four gentlemen. Some of them only taught a fraction of the term. There are only one hundred and seventy-six schools. The aver-

age length of school term this year was five months. Clarksburg district had nine months, Salem Independent, Olark, Elk, and Union districts, six months, and the remaining eight districts only four months school.

The average salary paid No. 1 teachers was \$33.00 per month. Leaving off Clarksburg and Salem districts and the Graded School at Bridgeport, the average would be much less.

We need a uniform and practical course of studies for the common schools of the State. We believe such a course of studies would be highly beneficial to the schools.

We believe it would have a tendency to keep pupils in the schools for a longer period of time than at present. We hope such a course will be inaugurated in the near future. Our county institute, conducted by Prof. T. C. Miller, was well attended by the teachers, and he presented many valuable ideas of teaching and school management, which we hope will be beneficial to our teachers.

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#### JACKSON COUNTY FOR 1889.—J. W. CRITES, Sup't.

I have the honor herewith of submitting to you my second annual report of the condition of the Free Schools of Jackson county, for the year ending June 30, 1889. I have used my utmost endeavors to make it full and complete. The schools in our county have been taught successfully with but few exceptions. The people of Jackson county are getting wide awake upon the question of educating the children; yet the statistical report of the county still shows a great discrepancy between the number of youth enumerated and the average daily attendance. Is there a remedy aside from compulsory law?

If parents and guardians are so remiss in their duties to their children, as not to be aware of the great responsibilities resting upon them, they should be reminded of the fact by compelling them to discharge their parental duties. I did not visit all of the schools of the county on account of sickness in my family; but so far as I went I found the teachers industrious and doing very efficient work. One of the great evils of our schools is irregular attendance. Children should be educated upon this question. They should be shown by the teacher the many disadvantages occurring to them from irregular attendance at school, and parents should see that their children are punctual, also, for upon them will depend the remedy to a very great extent. Our schools are slowly but surely gaining; an earnest effort is being made by some of our teachers and school officers to bring the schools of our county up to the standard attained by many schools of our Little Mountain State. Of the many things that have aided so materially in the progress of our schools, nothing to my mind has proven more effective than the institute work. Our last two insti-

tutes conducted by Professor's Wade, Cork, Hodges and Martin, were fully up to the standard of first class institute work. The standard examinations, while vigorously opposed by the inferior class of teachers and their friends, still have the endorsement of the better grade of teachers and patrons. It is certainly a poor policy to license any person to teach school who is not capable of teaching. Our schools have suffered greatly from this cause in the past. In retiring from the Superintendency of the schools of Jackson county, I will avail myself of the present opportunity to express many thanks to State Superintendent, institute instructors, school officers and citizens of Jackson county, for their kindness, prompt attention and co-operation in discharging my official duties. The many pleasant reminiscences of my official life will loom up in my memory as an oasis in life's desert waste.

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#### JACKSON COUNTY FOR 1890.—W. H. RARDIN, Sup't.

I take pleasure in submitting to you my annual report of the Free Schools of Jackson county.

The schools have been reasonably prosperous the past year, decided improvement being made in many respects. One hundred and fifty-two schools were taught in the county, employing one hundred and sixty-four teachers. Union district had six months' school; Ripley five months, the other three, four months each. Ravenswood, Independent, and Ripley, Independent, districts, had eight and five and a-half months, respectively. I visited one hundred and twenty-eight schools last winter, and was pleased to find them with few exceptions doing good work. The majority of our teachers are wide-awake, energetic, and each year are better preparing themselves for their noble work, many of them having laid aside old and unsuccessful methods and are making use of better ones. We have a few teachers whose highest aim is to get a grade, put in the required time in the school-room and receive their pay, but this class is gradually growing smaller and their places being filled by those who are willing and ready to do more for the cause of education. More than one half of those who will teach this year have attended school this summer, some at the State Normal schools, some in Ohio, others in select schools in the county. Ten new houses were built in the country districts the past year. The houses being built are durable, well arranged and most of them are supplied with patent seats. The Board of Education in Ripley Independent District are building a new frame house at a cost of about \$3,000, which, when completed, will be both comfortable and convenient. We only have a few log school houses left, and new frame ones will take their places in the near future. In the examinations last fall, we aimed to raise the standard, and, I think, it has had a good effect.

This report does not show the exact condition of the finances in

all the districts, but I have made it come as near as I could from the reports received. I have tried to make it correct and complete, and hope you will find it so, with the exception mentioned.

I hope that our schools may continue to grow better with each succeeding year.

I will ever feel grateful to the teachers, school officers and all others, who have so kindly assisted me in my feeble attempt to serve them as County Superintendent.

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JEFFERSON COUNTY FOR 1889—EMANUEL SCHAEFFER, Sup't.

I have the honor of submitting my second annual report to you. I visited all the schools once. In a large number of them I found quite an improvement over the previous year's work. Our teachers are making an effort to improve themselves that they may be more efficient in their school work. Our Boards of Education perform their usual routine work satisfactorily, but besides that (with few exceptions), they seem to be of but little help to the teacher. If the school work in this county deserves any praise we will undoubtedly be obliged to give the praise to the teacher.

There were no new houses built in the past year, but Harper's Ferry district is now about to erect a four-room house for a graded school, at Harper's Ferry, much to their praise. Charles-town district would have had a graded school this year also, but for an error in the notice in submitting the question to the people, but I am informed that they will now be obliged to wait for two years, in which time quite a large number of pupils will miss the privilege. Could there not be a change in the law that would allow the question to be submitted at any time? I mentioned in my report last year the progress the the normal and graded schools were making. They are still progressing nicely.

**SALARY OF TEACHERS**—There are teachers in the county that our school officers are loth to give up, but under the present law the very best teachers can not command any higher salaries than other No. 1 certificates. How is it to be remedied? The standard of our examinations has been gradually raised until I think they are rigid enough. Our commissioners on examinations have acted conscientiously and impartially in examining papers, but still a large per cent. of the applicants receive No. 1 certificates.

The Teachers' Institute for this summer was held in Charles-town, with Hon. Henry Houck, of Pennsylvania, and Prof. Jos. McMurran, of Shepherdstown, as Instructors. Both of these gentlemen are perfectly alive to the work given them and are able Instructors. The attendance by the teachers was better than we have had for some years and the teachers took more interest in the work than usual. I hope we made a success of it. In conclusion may I return thanks for your kindness in giving prompt reply to any and all questions in connection with the school work,

## JEFFERSON COUNTY FOR 1890.—EMANUEL SCHAEFFER, Sup't.

I have the honor of submitting to you my third report. I am quite tardy, the reason of which I have given you. I have visited all the schools once, did not get into them as early as I wished, but for the prevailing epidemic last winter, which was also a drawback to the schools, but under the circumstances the schools were doing well and the teachers generally were alive to their work. Charlestown district built a new house last fall, the school started late, but with quite a large enrolment. Harper's Ferry also finished a new house last summer, after last year's report was sent in, which is used as a graded school. At present but two rooms are used; it has four rooms, for the building of which the Board of Education of that district should be commended. The Normal Schools of the county are progressing nicely in their good work. The Graded School of Shepherdstown with Mr. George W. Banks, as principal, and three lady assistants, have been doing excellent work. The four rooms were well filled this last term, so much so that the Board of Education contemplates enlarging the building. The Graded School of the same district, at Moler's, with Mr. Charles T. Smootz, as principal, is another excellent school, one which that part of the district should be proud of, in fact Shepherdstown district is taking the lead for interest in the school work, both by parents as well as school officers. The Graded School at Bolivar, with Mr. S. W. Lightner, as principal; of Harper's Ferry, with Mr. Geo. J. Hill; of Charlestown, with O. F. Tomlinson, and of Rippon, with Miss Mary V. McClellan, as principal, are all doing very good work. They are schools that I hope the people of their respective localities will appreciate and heartily support.

At the meeting of the Presidents last June, to appoint commissioners on the Board of Examiners, they unanimously agreed to use their influence with their respective boards to include in the levy money enough to pay for a County Catalogue, but I find that not more than two of the five districts will agree to it. If the convention at Parkersburg agrees upon a course of study, I hope that our legislature will make the provision, or instruct the Boards of Education to do so. I have not room to mention what might be regarded as defects in the School Law, but would recommend that all conflicting statutes be compromised so that the law can be read intelligibly.

Thank you, for your favors in the past, and promptness in answering all questions.

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KANAWHA COUNTY FOR 1889.—WM. FIELDER, Sup't.

*(No written report.)*

## KANAWHA COUNTY FOR 1890.—J. H. HUNT, Sup't.

I have the honor herewith to forward my first annual report of the conditions of the Free Schools of Kanawha county. I am pleased to be able to say that the schools of Kanawha county are in a prosperous condition and that the teachers are improving themselves and becoming better qualified for the discharge of their respective duties. Kanawha county for the year 1889 had 224 schools in session.

During the past year there has been a commendable progress in the school work of Kanawha county. A spirit of improvement and advancement seems to inspire a majority of the teachers and school officers in the discharge of their duties. A number of our teachers have attended school within the past year with excellent results, and we have in our county a corps of teachers numbering nearly three hundred, who can hardly be surpassed anywhere in the State. The people of Kanawha may justly be proud of their schools, for they will compare favorably with any in the State. I visited a large per cent of the schools last winter and found the teachers doing good work and giving almost entire satisfaction. I find the school officers doing what they can to build and establish a higher standard of education in our county and also encouraging our young men and young women to prepare themselves for the profession by employing home teachers.

We need several very important changes in the school law of West Virginia. The law requiring an election to be held in order to continue schools for a longer term than four months, when 50 cents on the one hundred dollars is sufficient to continue the schools for a longer term should be repealed, and Boards of Education should have the power to continue their schools for a longer term than four months (provided 50 cents on the one hundred dollars worth will be sufficient) without going to the expense and trouble of holding an election. A law should be enacted setting aside a small per cent. of the State fund to be used in buying school books for those children whose parents are too poor to provide them with suitable books. The law compelling teachers to attend institutes and to pay all the expenses of the same, is an unjust law and should be repealed. If teachers are required to attend institutes some provision should be made in the school law by which the expenses of holding the institute would be paid, without calling on the teachers. It is the duty of the county superintendent to procure a suitable building and to make all proper arrangements for the institutes and he should be required to keep an exact account of the necessary expenses incurred in holding said institutes and make annually his report to the State Superintendent, and if the State Superintendent find it to be correct, should draw his warrant upon the Auditor therefor payable to the county superintendent and by him applied to the payment of the expenses of holding institutes held under his charge.



The law giving boards of education or presidents thereof discretionary power to approve or reject teachers' contracts when they have been legally signed by trustees is causing no little trouble throughout the State and should be repealed.

The law requiring teachers who have taught successfully under a four years certificate for four successive years to be examined for four successive years again is a very unjust law and should be repealed.

If a teacher has taught for four years as above stated he should have his four years certificate renewed upon presenting his certificate or duplicate thereof with satisfactory proofs that he has taught successfully under said certificate for four years.

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LEWIS COUNTY FOR 1889.—G. C. HINZMAN, Sup't.

*(No written report.)*

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LEWIS COUNTY FOR 1890—B. WHITE, Sup't.

The schools of Lewis county are not what they should be by any means, nor do we believe they ever will be under the present ungraded system. The majority of teachers are required to conduct from thirty to forty recitations per day and, although they are, with some exceptions of course, earnest and energetic workers, they are compelled to neglect important principles involved in the work of true teaching.

Another hindering cause is the payment of unequal salaries by the different districts, and this is surely a great injustice to those successful teachers in the unlucky districts.

From some unknown cause there are too many youths who do not attend school at all. Out of the five thousand three hundred and forty-one in the county, twelve hundred and forty-seven are not registered in the schools, and of this number nearly six hundred reside in the two districts paying lowest wages—Court House and Collins Settlement.

The schools have improved as rapidly as the interest manifested by the school officers would permit; but there has been wonderful neglect on their part. County Superintendents have been teaching while they should have been visiting schools. Boards of Education seldom visit the schools except when called upon to settle some difficulty. The present annual report shows one hundred and twenty-four visits by County Superintendent; only sixteen by all the members of Boards of Education and two hundred and sixty-eight by trustees, while there should have been more than five hundred by trustees if they had complied with the requirements of the school law.

The outlook for the future is flattering, especially on the part of the teachers. Never in our county was greater interest manifested by them than now, and they have pledged themselves to effect Reading Circle organizations in the different districts for self improvement, realizing as they never did before the need of special preparation. One great impediment in this direction is the carelessness of our four year teachers, many of whom never even attend the institutes until the time of their certificates expires, and few of whom subscribe for any Educational Journals or works on the New Education; and the consequence is the younger teachers are required to take the lead in this work which they are doing like true and earnest pedagogues.

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#### LINCOLN COUNTY FOR 1889.—A. G. GRASS.—Sup't.

I have the honor herewith to transmit to you my second annual report of the Free Schools of Lincoln county for the year ending June 30, 1889. My report has been delayed on account of the failure of the District Secretaries to send in their reports as required by law. I believe you will find my report correct. The most of the districts are in good condition financially, and Duval District will have a six months' school the ensuing year.

As my work as County Superintendent of Lincoln county closes with this report, I desire to thank the school officers, teachers and many friends of education for the respect, courtesy and hospitality shown me while in the discharge of my official duties. My best wishes attend the school work throughout the State.

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#### LINCOLN COUNTY FOR 1890—GEO. J. KAYSER, Sup't.

I send you my annual report after so long a time. I don't think it necessary to write anything to commit to print at this time, as there has not been any material change in the free schools of this county since my predecessor retired from office. In annual report I will give details in full for two years.

I have done my best in making out my report, yet it is far from correct. I have spent two weeks, with an assistant part of the time, but the secretaries' reports were so erroneous that in many instances we were compelled to guess at what they intended. So I must ask you to do the best you can with it, and perhaps I will be able next time to do better by having more correct work from the secretaries to work from.

## LOGAN COUNTY FOR 1889—BILTON McDONALD, Sup't.

In submitting you my annual report of the condition of schools of Logan county for the year ending June 30, 1889, I am sorry that it shows a falling off in the statistical part from that of last year. The cause of this, was the failure of the secretary of Hardee district to make his report. I have been holding back waiting and urging to hear from him; but have failed. Now, I send in the report of the other districts, hoping it will be accepted, as time will not permit my waiting any longer.

I find it very difficult to make a full, intelligent, and accurate report from the items furnished by the secretaries; but I have endeavored to make it as near correct, as I possibly could.

You will notice that the members of the Board, and the secretary of Chapmanville district, received pay for two years' service out of the levy for this year; and the sheriff only received 3 per cent. commission in Logan district, and five in the remaining four.

On account of ill health, I have not been able to visit the schools this year, but have heard very regularly from them, and done all I could in every other respect for their advancement.

The schools of this county are not advancing quite as rapidly as I would like to see; but still, I can observe a marked progress in the last two years, especially among the teachers. We have some very enthusiastic and wide awake teachers, who are doing excellent work. But still we need more of them; as there are ninety-five schools in the county, and only about fifty regular teachers.

Notwithstanding the many disadvantages we have to contend with, I think our schools, generally speaking, are in a far better condition than any time during the past. The Boards have begun to build more comfortable, and better regulated houses. The people as a mass are becoming more interested in education; and it is to be hoped, that in the near future, Logan will be side by side with the leading counties of the State, in all that the Free Schools are designed to give.

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LOGAN COUNTY FOR 1890—L. V. S. CUKRY, Sup't.

*(No written report.)*

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## MARION COUNTY FOR 1889—J. M. SATTERFIELD, Sup't.

I herewith transmit my second annual report of the condition of Free Schools in Marion county, compiled from the corrected reports of the secretaries. This, I think, is as nearly correct as possible. I believe that many secretaries are very inaccurate in their "Statement of the Teacher's Fund" and "Building Fund,"

when you compare their ledgers and the reports as received by the County Superintendents; also, in their settlements with the Sheriff, they are not always correct. It is my opinion, that if there were a general winding up of business and a balancing of accounts of sheriffs with the districts, the liabilities of some of them would be greater than their assets.

That County Superintendent was correct when in his report he suggested that the County Superintendent should be required by law, to be present when the sheriff makes his settlement with the respective secretaries.

His salary, though, should be increased first. A settlement between sheriff and district ought to be just as correct, as a settlement between man and man. The longer I live, the more certain I am, that the length of school term is too short. It is true, the districts can vote to have a longer term, but one or two districts in the county having five or six month school and the others but four, makes too great an irregularity in the system of Free Schools. The length of term, and the salaries paid the teachers, should be uniform, at least, in the county. Then, there would not be such a rush of the teachers to districts where the term is longer and the wages better. There are too many teachers to districts where the term is longer and the wages better. There are too many teachers in this county for the number of schools. The county employed last year one hundred and forty-five, yet we have two hundred or more.

I am inclined to the belief, that the standard for the graduation of teachers' certificates should be elevated, and in our examinations this year we graded a little closer than usual. In consequence of this, a few number ones fell to twos. There was some complaining, but to have a needed reform, there must be a beginning. With a very few exceptions, the teachers gave pretty general satisfaction during the last term of school. A true teacher is a faithful servant indeed. That which is most needed by some of the teachers is a better acquaintance with methods, therefore, I have urged the importance of an educational Journal in the hands of every one. We want to know more about the "New Education." There is always room for improvement, and we hope that the teachers will endeavor to do better each year than the preceding one; thus, will the system of Free Schools be perpetuated and the profession we represent honored by everyone.

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#### MARION COUNTY FOR 1890.—JAS. M. SATTERFIELD, Sup't.

I have the honor to submit the third annual report of the schools of Marion county. The cause of education keeps gradually improving in the county, and although the salaries of teachers are down to a remarkably low figure, the *earnest* working teachers have never slackened their endeavors to build up the cause. The

past year has been one of general prosperity in the schools of this county, so far, at least, as the satisfaction given by teachers is concerned. In this respect, the last year has been one of general contentment, compared with that of three years ago. To me, it is very gratifying indeed, once in a time to thus see "peace on earth and good will toward men"—(teachers). Marion county has an abundance of teachers. We can furnish our own schools, which will require this year about one hundred and fifty, and have a surplus on hand of sixty to seventy-five year by year. Our teachers, by attending school, are becoming more efficient. The Normal School at Fairmont affords them a good opportunity to prepare for the work. Then, the select school taught by Professor J. V. Carpenter, at Mannington, is very largely attended every year by the teachers of that end of the county; also, this year, I taught a select school at Barrackville, which was well attended. So you see, that there is no want for schools in this county. Many of our teachers go to other counties to teach. Our Institute this year was unusually large, and was conducted in a very creditable manner by Professor Thomas O. Miller and M. L. Dickey Fleming. We were very strict this year in requiring teachers to attend an institute. This report may not be perfect in all respects, but it is as accurate as I can make it from the reports before me. Some items are omitted in the reports of the secretaries. For instance, in Grant and Pawpaw Districts, the number studying physiology is not given, yet, this study was pursued in those two districts to a greater extent, perhaps, than in the ones reported. In the majority of the schools, I believe, the subject of Physiology has received careful attention. In my visitations last winter I carried with me a portable manikin and in each school gave a talk on the subject, urging the necessity of a knowledge of this important branch. With the exceptions of Fairmont and Palatine Independent Districts, I am sorry to say, the school term will be but four months this year. I regard the time as having come, when the *legislature* should make the school term five or six months. The enumeration of Marion county last year was 6,721, and the enrollment 5,308, showing that there are 1,413 entitled to school privileges who have never been enrolled, or more than twice as many, according to the statistics of 1887, as were out of school in the whole State of Massachusetts, out of a school population of 350,000. But, Massachusetts has a compulsory school law—the only advisable remedy I have to offer for the State of West Virginia. Let it come. Thanking you for extended courtesies, I respectfully submit this my third annual report.

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MARSHALL COUNTY FOR 1889.—W. M. WIRT, Sup't.

(No written report.)

## MARSHALL COUNTY FOR 1890.—W. M. WIRT, Sup't.

The school work of Marshall county, for the year just ended, has been, I think, more successful than that of any other year since the establishment of the system. Our County Institute under the able management of Prof. D. T. Williams, was a success in every particular. Our teachers are becoming aroused to the importance of Local Institute Work. There was on several occasions last winter, an attendance of forty teachers at these meetings, and in no instance did a teacher refuse to open the subject assigned him.

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## MASON COUNTY FOR 1889.—OLIVER PHELPS, Sup't.

*(No written report.)*

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## MASON COUNTY FOR 1890.—JASPER RIFFLE, Sup't.

*(No written report.)*

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## MERCER COUNTY FOR 1889.—J. W. BENNETT, Sup't.

*(No written report.)*

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## MERCER COUNTY FOR 1890—M. F. ELLISON, Sup't.

In submitting to you my annual report for the school year ending June the 30, 1890, I beg pardon for my delay, though I feel that I am in no way responsible for it. I have done my best to obtain such statistics as would enable me to give you a correct statement of the condition of the school finances, &c, of my county; but owing to reasons which seem unavoidable, my report is not so complete as I should like it to be.

The financial showing for the county is quite good, and I think, upon its *face*, correct; yet the report from Beaver Pond district does not show the *true financial condition of the district*. Owing to the fact that the school house in the town of Bluefield, in said district, was not finished until April, but very little of the term was taught before the school year closed, and no draft having been issued, the secretary could make no correct report for said school, but from such information as I can obtain through the secretary of the district and the teachers of said school, it will require about

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\$475.00 to settle the accounts for said school; so, instead of a balance of \$1,466.86 on teachers' fund, as shown by report, the balance will be really just about \$990.00 when all accounts have been settled.

Rock, Beaver Pond, and East River, the districts through which the N. & W. R. R. traverses, can run *long terms upon a low-rate levy*, as shown by reports, while Plymouth and Jumping Branch being poor, thinly settled districts, after having levied to the extent of the law, can not always run their schools as much as four months a year.

In this report I shall not attempt to suggest a remedy, but it is certainly clear to the most casual observer that our system does not do equal justice to all localities alike, as I fully believe the framers of our State Constitution intended when they inserted therein the clause: "The legislature shall provide, by general law, for a thorough and efficient system of Free Schools." Now, the words "thorough and efficient" cover a good deal of ground, and I shall never believe that the spirit of the Constitution has been carried out until the legislature passes some such act that will equalize the burdens of taxation, and give to one locality as long terms as to another. If the principle, "That for the general good, the wealthy should help to educate the poor," is correct, it is equally correct that the richer districts and counties should aid in the education of the poorer and less favored.

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#### MINERAL COUNTY FOR 1889—Geo. S. ARNOLD, Sup't.

We have seven secretaries in this county, all of whom have been prompt and correct, mostly, in making their reports to me, and for this reason I have the pleasure of making in due time my sixth annual report to you.

Experience has taught us the importance of selecting some of our best men for members of the Boards of Education, men of good judgment and considerable business tact. The funds must be kept in a prosperous condition, or the cause of education will be permitted to suffer because of an exhausted treasury. Permit me to say that for several years we have been fortunate in selecting our sheriffs and members of the Boards of Education. Every financial demand has been met promptly.

Free education is progressing here, the enumeration of youth is increasing, and every year there is a demand for several new school houses. As a rule our boards build good substantial houses. I might suggest here that some years ago several school houses of considerable size were built with light frame and were weather-boarded and plastered, and as a result those houses have not proven to be substantial, the plastering breaking down, etc. It is my opinion that it is profitable to build on good foundation, and to line and ceil with plank instead of plastering. It is

cheaper in the end to do so and it makes a house, which can be depended on.

Through the agency of A. L. Wade and A. C. Wood our schools have been well supplied with reference dictionaries. Also, many other apparatuses have been supplied, such as, globes, maps, Appleton's Reading Charts, bells, numeral frames, etc. Our schools have not all been fully supplied yet, but nearly all have some of these supplies.

I feel authorized more than ever before to suggest again the importance of increasing the minimum term of school by law to at least five months. We have in this county this year four months, five months, six months and nine months. However, I am happy to say that only one district has but four months; three have five months; one has six months and two have nine months. Now, if this means anything, it means that four months is too short a time. But, if we want anything else we must get it by a vote every year.

I would observe too that there are but few dissenting votes to the levy any more, from year to year, and that it is generally considered a nuisance that the people should be called upon every year to say whether they shall have a levy or not.

The Peabody Institute held at Keyser last year, was a success, so far as benefiting our teachers was considered. It had become almost a dread on the part of some teachers to attend Institutes, but there was such a degree of enthusiasm imbibed last year that attendance was pleasant and profitable. Most certainly we anticipate having another good Institute this year.

I desire to call your attention again to the dissatisfaction among our teachers and others, arising from the seeming injustice of requiring those teachers holding four years' certificates, to attend Institute and examination for three or four more successive years before they can become eligible for other such certificates. Why not renew their certificates upon a satisfactory examination? And let the Legislature say too what would be a satisfactory examination. As the system is, it seems *retrogressive*, whereas, it should be *progressive*.

We still engage in district institute work during the winter season. This work has excited much interest and enthusiasm among the teachers and others. When the teachers vigorously take hold of this work, these institutes can be made more practicable than the county Institute.

Most of our teachers are thoroughly progressive in their school work and generally their qualifications to teach are much better than they were a few years ago, not only in scholarship, but in their powers to develop and train.

For several years the teachers' reading circle has very much aided some of the teachers. This is a wonderful educational promoter. The work was variously executed the past year. Several took a course of reading in the Chataqua Circle, one district



pushed the work under the name of "Spencerian Club," another district took up Sulley's Physiology.

This summer Prof. G. E. Martin, assisted by S. I. Kreemer, and others, conducted a Normal School of six weeks at Keyser. The school was well patronized by our teachers and others who, from the instructions received there, will be enabled to do more efficient work. For the Normal we bespeak success.

Allow me to thank you for the kindness and promptness with which you have given me desired information from time to time.

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MINERAL COUNTY FOR 1890—Geo. S. ARNOLD, Sup't.

It affords me pleasure to make you another favorable report of public education in this county. But few changes have been made since my report to you for 1888. All the districts in the county except Cabin Run have extended the term beyond four months, ranging from five to nine months. In the meantime the salaries have remained substantially the same as when the terms were shorter, varying from \$30 to \$35 for first grade teachers. The population of school youth and the number of schools are steadily on the increase, and the boards of education from year to year have been building better houses and more properly supplying them with the furniture and apparatus necessary for the prosperity of the schools.

Public expression generally demands an extension of school term by law beyond four months. Many of our teachers are thoroughly progressive, while some do not foster a progressive spirit. And I think the work, as a unit, is advancing. The institute work is kept up, but still needs amending, I think, as stated to you in my previous reports, and for the last two years, a summer normal school has been conducted at Keyser by competent instructors. I desire to say further that the High School department in the Keyser Graded School is quite beneficial to our schools, and I anticipate that it will be a great promoter in our school work.

I still have the same old regret to offer—that we can not secure as full attendance of the youth at school as is desirable. Could this be done public education would meet with unbounded success, and public sentiment, a necessary means, would foster, to a greater extent, the spirit of our free schools. Can't we have a compulsory education in a mild form to experiment? Such is the spirit of many, as reported before.

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MONONGALIA COUNTY FOR 1889.—W. E. GLASSCOCK, Sup't.

(No written report.)

## MONONGALIA COUNTY FOR 1890.—W. E. GLASSCOCK, Sup't.

(No written report.)

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## MONROE COUNTY FOR 1889.—W. E. HINES, Sup't.

I have the honor herewith to submit to you my second annual report of the condition of the Free Schools of Monroe county, for the year ending, June 30, 1889. I have used all the means in my power to make it full and complete.

With a few exceptions the Schools of Monroe are in good condition. Our schools have been unusually prosperous the past year. The teachers were earnest and energetic in their work, and more enthusiasm was manifested on the part of both pupils and parents than ever before.

Our teachers are steadily improving in the art of teaching, and becoming better scholars. When we consider the low salaries and short terms we must confess that there is little encouragement for our talented young men and women to enter the profession.

The Boards of Education for the several districts continue to displace old houses and build new ones. A few years hence and our county will be well supplied with good comfortable and well arranged buildings. Number built this year, five. The County Institute, conducted by Prof. G. S. Laidley, was well attended, and all heartily testified to Prof. Laidley's abilities to instruct.

The Teachers Associations held in the different districts of the county during the past winter, were well attended by all concerned in the educational interests of the county and State.

I visited within the year every school of the county once and some few twice, spending a half day in each school.

I tried to impress upon the minds of teachers and pupils the very great importance of being practical in our work.

In retiring from the Superintendency of the Schools of Monroe county, I will avail myself of this present opportunity to express many thanks to State Superintendent, Institute Instructors, and all school officers and teachers of Monroe county, with whom I have been associated, for their kindness, prompt co-operation, and assistance in the discharge of my duties.

Item 78. There were only two districts reported amount received from Board of Examiners. The whole amount turned over to sheriff, being \$22.50.

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## MONROE COUNTY FOR 1890.—J. E. KEADLE, Sup't.

In submitting this, my first annual report of the Schools of Monroe county, for the year ending June 30, 1890, I beg leave to

say that I have used all diligence to get the items of the statistical and financial portions correct, and I think, in the main they are reliable. I visited all the schools once, and a number of them twice. With this school year there has been a marked improvement in the qualifications of the teachers, and the schools have made reasonable progress. The attendance has been better than usual. There are one hundred and thirteen schools in the county, in which are employed one hundred and seventeen teachers, of whom thirty-four are females.

Grades of teachers employed: 75 No. 1's, 36 No. 2's and 6 No. 3's, at a total cost of \$13,722. Total amount county school tax for Teachers' Fund, exclusive of the 10% State school tax, \$9,099.64. Total amount received from the State, \$4,906.18. Total amount of Teachers' Fund, county and State, \$14,005.82.

The enrolment of pupils up to the time of visit, was 3,172; present 2,395. Of the enrolment, 1,718 are males, and 1,417 females. Total number enrolled in the school year 1,864 males, and 1,505 females; grand total 3,369.

There are 106 framed, four logs, one brick, and two rented houses. Of these, twelve will soon have to be replaced by new ones. Many of the old school houses were put up on bad plans. The more recent buildings, however, are more substantial, and are built on better plans. The most objectionable feature of our old houses, in general, is, that they are too small, and too near square.

The district Boards have provided forty-one houses with patent seats.

About 54% of the schools had been visited by trustees. There are about 753 square yards of black-boards, but comparatively few good ones.

There are seven colored schools in the county, with an enrolment of 207 pupils. The schools have been little interrupted by sickness, the open winter has greatly favored the "little ones."

About fifty two young teachers were engaged this year, eighteen of whom taught for the first time. It is gratifying to know that the most of them are progressive, and bidding fair to become active, first class teachers. The good results of our Teachers Institutes and Teachers Associations are very noticeable (visible.)

The more rigid examinations for the last five years have also produced splendid results by way of stirring up the teachers to read and study more. There is one very serious drawback; this is the low salaries. This leads to a dropping out of experienced teachers, and a coming in of very young teachers only to obtain means of preparation for other professions or occupations. The schools are on very good financial footing, as will be seen from my report of general statistics.

There is great need in our schools for a graded course of study. We desire to see such a course adopted. We need an amendment also to the school law to reach *all* teachers, including holders of four years and State certificates alike, &c., in its compulsory features with reference to Institutes. Also an amendment is

needed to empower Examining Boards to issue (or renew) four years certificates on *one* examination at the expiration of said certificates. Pledging anew my co operation with you in the school work, and thanking you for the many courtesies extended to me in the past, I am yours, &c.

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MORGAN COUNTY FOR 1889.—S. B. EDMISTON, Sup't.

I hereby submit my annual report of the condition of the public schools of Morgan county for the year ending June 30, 1889. The financial condition of the school fund is good, and you will see that all the districts have a surplus in the treasury. We have good school houses, roomy, pleasantly located and well ventilated; most of them are furnished with improved desks and other comforts.

Our teachers are rapidly improving their educational qualifications, both in the various branches taught in our schools and in the art of teaching. Many of them attend normal schools during the summer months, thus securing the best training from skilled instructors.

Most of the old teachers have abandoned the profession and have left the field to the young, who are giving the fresh vigor of youth to the work.

The school term should be increased to not less than six months and the salaries of the teachers should be increased, and these ill paid servants would then receive a compensation worthy of their calling. The office of county superintendent should be made a position of honor, and a salary given sufficient to support him, so he could give his whole time to the interests of our schools. Under the present system he is compelled to secure some other situation with it, so he can earn sufficient to keep above want.

The study of physiology and hygiene does not meet the full support of the patrons of our schools. Many refuse to buy the necessary books and the teacher is then compelled to give oral instruction. This difficulty may soon be overcome when the objectors see the good resulting from this study.

Taking everything into consideration, we think our teachers and schools stand side by side with the schools of other counties of this State, as well as some of the other States.

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MORGAN COUNTY FOR 1890.—R. M. FISHER, Sup't.

(*No written report.*)

McDOWELL COUNTY FOR 1889.—J. H. SHANNON, Sup't

(*No written report.*)

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McDOWELL COUNTY FOR 1890.—JAMES H. SHANNON, Sup't.

(*No written report.*)

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NICHOLAS COUNTY FOR 1889.—W. S. HENDERSON, Sup't.

(*No written report.*)

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NICHOLAS COUNTY FOR 1890.—HENRY B. DAVIS, Sup't.

(*No written report.*)

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OHIO COUNTY FOR 1889.—J. F. FOREMAN, Sup't.

The present school law fails to give general satisfaction. We had hoped, that the legislature at its last session would repeal many of the objectionable features, and substitute that which would be more harmonious and progressive.

Compulsory attendance at school is a necessary and direct move toward good citizenship, and by neglecting to take this important step, we yearly present to the State many nuisances, instead of manly, upright and useful citizens.

The manner of appointing trustees causes much dissatisfaction in many of the sub-districts, for the reason 'tis very often manipulated in the interests of incompetent teachers. Even, members of District Boards sometimes accept the position through personal motive or relative benefit, rather than public interest.

Too many *boys* and *girls* teaching (or rather keeping school), who secure positions through a relative's official power. And we have many throughout the State following the profession, who are not in many respects adapted to make a success of the work.

We have many good, earnest and practical teachers, whose daily instruction is worth many times the amount of remuneration received, and who return the children to their homes in the evening with more useful knowledge than when he received them in the morning, but many of this class of teachers fail to procure situations because of the aforementioned manipulations.

There is a class of teachers inhabiting our Mountain State, who

consume time with no good results, but who open school in the morning, call a class, ask the questions at the bottom of page, assign next lesson, class dismissed, ("Only this and nothing more"), during the day having the usual intermissions, dismiss at 4 o'clock, and go home inwardly singing one day's march near a month's salary. From such, turn aside.

As I made suggestions in my last report in regard to beneficial changes that might be made in the school law, I shall offer nothing further. Your suggestions submitted to the legislature at its last session were excellent, and would have advanced materially the school interests of the State had they been approved by that body. But we'll hope for their consideration in the future.

I thank you for many favors received and courteous treatment during my term of office.

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OHIO COUNTY FOR 1890.—W. C. WEIDMAN, Sup't.

*(No written report.)*

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PENDLETON COUNTY FOR 1889.—G. W. DAVIS, Sup't.

*(No written report.)*

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PENDLETON COUNTY FOR 1890.—WM. F. McQUAIN, Sup't.

I herewith transmit my annual report of the condition of the public schools of my county for the year ending June 30, 1890.

I have used every means in my power to make the report correct. It is difficult to obtain correct reports from all the secretaries, though I have labored hard to have the errors corrected, and believe that my report is, in the main, correct.

I visited a majority of the schools and found most of them doing fairly well, and the teachers appeared to be in earnest.

Our institute, which convened in Franklin last August, was well attended and much interest manifested by teachers and the public generally. Dr. J. D. Bucher is considered an able instructor and all were well pleased with the efficient manner in which he conducted the institute.

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PLEASANTS COUNTY FOR 1889.—L. A. ELLIS, Sup't.

I have been delayed by the secretaries not making their reports early, and in fact the secretaries have been, in some of the dis-

tricts, delayed from making their reports until the past two weeks for the reason that some of the Boards of Education did not meet to settle with the sheriff until the latter part of July.

**EXPLANATIONS.**—In Lafayette district you will find in item 114 the amount paid the secretary \$20. This is explained by the secretary of that district, as occurring by the former secretary resigning after serving part of the second year and the board allowed him \$5 for his services for that time. This will give the present secretary only \$10 for the present year's salary, which will appear in my next annual report. Two examinations were held for the year 1888, and forty-nine teachers were examined, including those who were re examined, giving fifty-six teachers for the county, including members of the Board of Examiners and those holding four-year certificates.

I feel that the schools of the county are rising to a higher plane and that our teachers are becoming more alive to the work each year. The school at St. Marys, hitherto an ungraded school, by the efforts of the Board of Education, has been made a graded school, and I feel assured will be greatly benefitted thereby.

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#### PLEASANTS COUNTY FOR 1890.—L. A. ELLIS, Sup't.

The schools of my county have made decided advancement in the past year. There is decidedly more interest manifested by the patrons and pupils for more wide-awake and advanced work than ever heretofore in the schools. The teachers are making greater efforts to do better work, especially this is true with the younger class of teachers. Old methods are being thrown overboard and more advanced methods adopted and advanced.

One graded school has been established in the town of St. Marys, with very fair success.

I hoped to see some definite plan for a graduation system in our primary schools before this, and still deem it an important step that can not be taken too soon, and still hope to see it established uniformly throughout the State. A full attendance of our quota of teachers allowed in the Normal Schools of the State occurred for the first time in the history of our county, and all seemed highly pleased and greatly benefitted with the results and more young teachers will attend the ensuing school year. We need more teachers who have had a normal training to take charge of our schools, that we may have more uniformity of methods, and therefore a more rapid advancement. A lack of legislation in the proper direction is as a clog to the wheel in our educational advancement. I think the time has long since arrived that the Free Schools of the State have become not only an established fact but an absolute necessity to the minds of all fair minded citizens; therefore let that law be repealed that calls our voters every two years to vote "For the levy," or "Against the

levy." Let the minimum number of months be six, and a good salary given our teachers, and the means provided for a more thorough county supervision, and our State school tax increased to twenty cents, and a few years will find the "Little Mountain State" standing in the front ranks in educational matters.

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POCAHONTAS COUNTY FOR 1889.—M. G. MATHEWS, Sup't.

The general condition of the school interest of our county is good and is gradually improving.

We have an element among our population antagonistic to the Free School system, but by proper management this element can not exist very long. I visited most of the schools and found them doing good work and with better attendance than usual. The qualifications of our teachers are, year by year improving, and the result is better management and better methods of teaching.

One great drawback in the profession of teaching is the low salaries paid.

One who makes a success in teaching will also be successful in other callings, hence when teaching fails to compensate him, he will seek employment more remunerative, and the consequence is, the inexperienced teacher is constantly taking the place of the experienced. A teacher of fifteen years' experience is offered no better pay in the common schools than one who has never taught, if their certificate be of the same grade.

There are a few teachers with us, I am sorry to say, who are not of the spirit of the true teacher, and will in the near future have to seek a business more congenial to their nature.

Our legislature should increase the term of school from four to five or six months, and the minimum salaries for teachers be raised to thirty dollars for a No. 1 certificate, and twenty-six dollars for a No. 2, and the No. 3 dispensed with.

During my visits among the schools, I have carefully observed both teachers and pupils; and while I was gratified to find progressive, earnest and industrious teachers, and active, promising pupils, I discovered that there still exists deficiencies in the construction of school houses which might be remedied if the proper persons were elected to the Boards of Education. Greater care has been exercised in the last few years in the selection of sites for school buildings than formerly.

Had proper judgment in this direction been exercised in the beginning, the sanitary condition of our school premises would have been better to-day.

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POCAHONTAS COUNTY FOR 1890—M. G. MATHEWS, Sup't

I beg pardon for not getting my report in sooner, but it was impossible to do so. I have urged the secretaries to make an early



and correct report, but after receiving and looking over them I found three of them incorrect. I returned their reports, and after some time got them again, saying that they had corrected everything as far as it was in their power to do so, and that it was almost impossible to make a correct report, owing to so much carelessness of the late sheriffs. So, if my report is not correct, it will be impossible for me to correct it.

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#### PRESTON COUNTY FOR 1889—B. M. SQUIRES, Sup't.

Especial care has been taken to have the statistics correct.

The attendance of pupils during the year past, with the exception of two districts, which districts had a scourge of measles, exceeded that of any previous one. There are still a large number who avail themselves of school privileges sparingly; there are others (the number is yearly decreasing), who absent themselves entirely from the benefits and advantages of our noble Free Schools. In most, if not all, these cases the parents of the unfortunate children, who ought to be pupils, are to blame. The only remedy I can suggest for this is for the law to inflict punishment on the parents. Some reform in this respect deserves and demands the attention of our Legislature. It certainly behooves those who alone can prepare, and cause to be executed, the most stringent measures, to stop the rearing of children in such alarming ignorance. There are a few parents in each of our eight districts who would fall the victims of such a law. May the number grow less each year.

If a system of public instruction be necessary to preserve our Government and republican institutions—and no sane man pretends to deny it—surely, it is the duty of the State, the only responsible guardian of public morals and political life, to inaugurate such methods and enact such laws, as will instill in the minds of its youth, the important principles of morality, justice and a love for our country.

The marked improvement of many of our school houses, and the interest our school officials take in their work has had a good influence in the school work of the county. We venture the assertion that Kingwood Academy is equal to any school building of like dimensions in the State. The interior of this building is as systematically arranged and as attractive a school-room as it has ever been my privilege to see.

**SUPPLEMENTARY READING.**—There is scarcely any branch of study now being taught in our country schools but can be more easily and readily enforced by supplemental reading. This fact I have seen fully demonstrated in several of our schools, by some of our most active and progressive teachers who furnished the books, often at their own expense, or their pupils. A lesson in geography will suggest "Robinson Crusoe," "Grant's Tour Around the

World," "The Rollo Books," etc. A lesson in history will suggest Longfellow's "Hiawatha," Mrs. Stowe's "Mayflower," Hawthorne's "Twice Told Tales," etc., etc. A start at this good work has been commenced, and I predict that good results are sure to follow its inauguration.

Our Institute last year was one of unusual interest. Prof. T. C. Miller, of Fairmont, and C. C. Showalter, late Principal of the schools of West Union, were the conductors. Both gentlemen are able and interested in the good work, and their earnest and practical suggestions seemed to elicit the careful consideration of our teachers.

The subject of prescribing a "Course of Study," has been favorably discussed at all our educational meetings, and its adoption will have no opposition in this section. The advisability of this progressive step is admitted by all who have given the matter proper consideration, and needs no discussion to win it advocates.

We tried to systematize our school work and keep a record of our teachers. To do this, we devised the following blank, a copy of which was given to each applicant, who was required to answer all the questions and furnish the data asked for, before work was assigned him in an examination. These blanks were collected and have been carefully kept:

EXAMINATION RECORD.—Answer the following questions, certify and enclose certificate of Institute attendance and examination fee, along with this Examination Record.

1. What is your age?
2. Where and how long have you taught?
3. Do you keep a thermometer in your school-room?
4. Do you keep a dictionary for the use of yourself and pupils?
5. How many examinations have you passed, and what grade of certificate was last granted you?
6. In what district will you teach?
7. What institutions other than the common schools have you attended?
8. Whose works have you read on teaching, and for what School Journals have you subscribed?
9. I hereby affirm that I will neither give nor receive aid in the preparation of my manuscripts?

Date.....18 .

....., Applicant.

From the above blank it is an easy matter to tell the experience a teacher has had in his work; and I find the record a great help to the Superintendent. From these blanks we learned the average age of our teachers, which is 24 1-5 years.

I also prepared a blank to use in visiting schools, which I found of considerable value as a reference book. After finishing my visits I bound the leaves, and I can now refer to the book and in a moment's time know the size of any school-room in the county, the kind, number and condition of seats, number of yards of

black-board, etc., etc. This volume I will carefully keep for future use. Following is the form:

COUNTY SUPERINTENDENT'S MEMORANDUM.

..... District Sub-district No....., known as the .... school.  
..... Teacher.

School-house is.....enclosed..... Kind, number and condition of seats: .....

Facilities for ventilating..... Temperature of school-room.....

Size of house is..... x ..... feet and height is..... feet to ceiling.

Sq. Yds. of black board..... Number and condition of wall maps and charts .....

The teacher has..... regular program for the school exercises....

Enrollment.....; enumeration.....; causes assigned for the absentees.....

Number of different recitations heard daily .....

Number of pupils studying each of the following branches: Orthography.....; Reading.....; Writing.....; Mental Arithmetic.....; Written Arithmetic.....; Language Lessons.....; English Grammar.....; Descriptive Geography.....; Physical Geography.....; History.....; Algebra.....

General remarks.....

School visited....., 18..

Our teachers' ranks were greatly strengthened last year by the accession of O. C. Showalter, Esq. His outspoken work in Institute, and his clear and positive suggestions, have placed him in the front rank, and his locating in Preston county is of great value to our schools.

In my judgment the County Superintendent should be paid a living salary, and be made the custodian of the school money of the county. The present plan of handling the finances is not satisfactory. It would take an immense amount of work for any one to find the financial standing of the school affairs of a county, as matters are arranged, and I venture the assertion that it can't be done systematically and business like until it is made the business of one man to do it. Our Boards will settle with the sheriff once a year, but when the sheriff makes his settlement with the county, the settlements made with the different Boards are never taken as correct, the court always having to adjust and correct these settlements.

Besides a large number of our teachers who attended select schools taught in our county last summer and fall, Preston was well represented in the State Normal School at Fairmont, and at the West Virginia University. Over 60 per cent. of our teachers spent a part of the year in attending school.

In retiring from the office of County Superintendent, I feel gratified to know that during my term of four years as such officer, our schools have greatly improved, and that our teachers have made rapid strides toward making their calling a profession.

In conclusion, I desire to thank the citizens of Preston county for their hospitality shown during my labors for them; and to the teachers, school officials, and all who aided me in the noble work.

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PRESTON COUNTY FOR 1890—B. H. ELSEY, Sup't.

*(No written report.)*

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PUTNAM COUNTY FOR 1889—CLARK CRAIG, Sup't.

*(No written report.)*

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PUTNAM COUNTY FOR 1890—J. S. PARKINS, Sup't.

*(No written report.)*

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RALEIGH COUNTY FOR 1889—C. P. STOVER, Sup't.

*(No written report.)*

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RALEIGH COUNTY FOR 1890—JAMES BRYSON, Sup't.

*(No written report.)*

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RANDOLPH COUNTY FOR 1889.—P. F. MADDEN, Sup't.

In submitting my second annual report of the condition and necessities of the schools of Randolph county, my remarks shall be mainly concerning the deficiencies which render them inefficient. I visited as many of them during my first year as circumstances would permit. It was a matter of impossibility to give them that attention that their condition demanded, there being ninety schools scattered over a territory several hundred miles in extent, sparsely settled, interspersed with forests, crossed by flowing streams unbridged, having roads almost impassable the greater part of the year, and no fixed time to open the school term which is only of four months duration. During my visits I concerned myself more as to the teachers' work and their ability

to measure up to a teacher's standard than anything connected with my work. Occasionally making such suggestions to the teachers in private, as I deemed most conducive of good results, and at the same time taking such notes as would enable me hereafter to know my teachers, as a superintendent should know those whom he will be expected to test as to their qualifications for the sacred position of teacher, and as well to be able to give such needed advice as their varied necessities seem to require. I more than ever realized the truth of the axiom: "As the teacher is so is the school," and after summing the whole situation I said there is reality in the Hollandish motto: "As the inspection is so is the school." I determined to lay the ax at the root of the evil by making my future examinations such tests as would enable me to know that the young men and women who obtained my signature were in every sense of the word that which they were said to be. Then as a guardian of the interests of the future men and women of our country, I could have something to begin with the coming year. My first step was to only examine so many teachers at a time as we could oversee properly, and in this way prevent this process called "Certificate Getting." I was over-ruled in this by my associate members who seemed to be overwhelmed by a so-called public sentiment which said "The old way forever!" They decided to hold an examination that would please their fancies; I did not acquiesce, for I had already surveyed every inch of the ground and was looking forward for better days for our school system. Besides I did not wish to be called upon to perjure myself with my eyes open, blight the prospects of youthful teachers and ruin our schools. Out of sixty-five teachers about three fourths of them obtained No. 1 certificates. I had the nominating this year of associates for one of mine of last year, I took a vote as to the advisability of my plan, it carried by a three-fourths majority. Out of the same number that were examined at the first examination last year only eleven obtained No. 1 grade. The questions were very nearly of equal weight in each case, being the most simple book questions purely. For good and sufficient reasons already stated I visited, but few of the schools during my last year, because my labors of the first year were all for naught, and I considered it the merest sham for me to visit schools with teachers thus licensed. Our State seems slow to legislate changes of any character, but with regard to our Free Schools this is particularly so. I hope the day is not far distant when our legislators will follow in the beaten track of many other nations and well *suit*ed examples in almost every city and town in the American Union and establish a system of superintendence that will have for its object the elevation of the rural district school. I know the croaking of many of our most trustworthy citizens has been heard complaining over the needless expense of a county superintendent, and complaining that they have been of no benefit, etc. These are men I have no doubt who may know how to count the profits of their broad acres, and

perhaps who have received a liberal homespun education, and are able to school theirs, regardless of Free Schools, but are they philanthropists? Are they men that know the need of having a central head even on a farm? I dare say they can answer my last question best. It is a decided fact, that whether in civil, military or religious affairs there must be a supervising power, and this center post of whatever cost it may be, if it does its duty, is after all the cheapest, most money-saving and surest guide to success. It is not enough that we have a county superintendent in such counties as ours. We should have at least one for every twenty-five schools or a fraction thereof over twelve, for in this way can superintendence be made practical and not nominal. If it is desirable that our schools be visited at all, they should be visited in the beginning by some competent person having authority and the care of the schools, and their teachers as well, over whom he may be placed. They should be men chosen for their educational knowledge, their ability and willingness to do their *whole duty*. Their sole care should be the furtherance of school interests. Their visits should be frequent, and at each successive visit the aim should be to determine the true status of the school, and if needed gently take the teacher and school by the hand and lead them out of the rut. These superintendents should of themselves form an Educational Board, and before and after their respective visits should meet and discuss fully the true condition of the schools and suggest uniform plans of operation to be carried out in each school in the county. Were we in possession of such a system of supervision, regardless of apparent cost, we would soon see our schools present a new phase, and our teachers in time cease to be an army of incompetent, trembling stayers, not teachers. The effect would at once be magical. The principal results would be:

1. Organization that would be uniform.
2. Proper classification.
3. More satisfactory results from teacher and pupil.
4. It would improve our teachers.
5. The work of graduation would be rendered easier.
6. Regular attendance.
7. Superintendence in its true sense.
8. The life of our schools.

Our Legislature should see to it that our system be changed in regard to supervision, and also that our lands be properly reassessed next spring, according to cash value and quality, both the improved and unimproved. This would give us many more thousand dollars of school money in the rural districts of such counties as Randolph. It is all important that we have reassessors that will regard the welfare of the people, not as secondary to the land owners' interest, many of whom have from 1,000 to 20,000 acres of the most valuable lands of our county assessed at a mere pittance per acre, when their cash asking price is far in excess of twenty times the assessed value.

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The passage of the Blair Educational Bill would be recognized as a boom by Free School men of every shade of political opinion, as it would enable us to have a longer school term, and in many instances to pay higher salaries without impoverishing our people. It would be a good idea, if it should become a law at any future day, for our Legislature to try and have it expended exclusive of county and State moneys and the four months law, this would leave anti-school men no pretext to use it for their own selfish ends, as are the moneys at present.

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RANDOLPH COUNTY FOR 1890—C. S. MOORE, Sup't.

I think the school interests of the county are growing. Public sentiment is in favor of a higher grade of teachers and better wages. Boards of Education are building good houses in all the districts as fast as they can and in some cases furnishing them with patent desks, globes and charts. A new brick house was completed in Beverly this year, at a cost of \$2,500. Our teachers have not the sympathy and support of the people that they should have. The people will not send their children to school. Out of an enumeration of 4,136 we have an attendance of 1,648. This bad attendance is not caused entirely by bad teachers, for frequently we find our best teachers have the poorest attendance. I think a compulsory school law would be beneficial to Randolph county. The free school business is handled too loosely here. Boards are very careless about getting deeds for school house lots. School trustees do very little but sign contracts and orders. They should be paid for their time, then compelled to do their duty as laid down in the law. Presidents of the Boards should be paid for going to the county seat to appoint the Examining Board.

Considering everything, I think the schools in this county compare favorably with those of adjoining counties, and that the future prospects of Randolph county are brighter to-day than they have ever been before.

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RITCHIE COUNTY FOR 1889—C. E. HADDOX, Sup't.

*(No written report.)*

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RITCHIE COUNTY FOR 1890.—J. H. NICHOL, Sup't.

*(No written report.)*



ROANE COUNTY FOR 1889.—M. F. LEWELLEN, Supt.

*(No written report.)*

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ROANE COUNTY FOR 1890.—M. F. LEWELLEN, Sup't.

*(No written report.)*

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SUMMERS COUNTY FOR 1889—V. V. AUSTIN, Sup't.

*(No written report.)*

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SUMMERS COUNTY FOR 1890.—J. F. LILLY, Supt.

I herewith submit my first annual report of the public Schools of Summers County for the year ending June, 30, 1890.

Considering all the surrounding circumstances, our schools have made fair progress during this year.

The Boards of Education, as a general thing, are composed of men who are trying their utmost power to raise the profession of teaching in this county to what it ought to be, by building better houses than have been built heretofore and furnishing them with maps, dictionaries, charts, &c., which will be a great benefit to the teacher in his work.

The financial standing of our Boards is good, as you will perceive from the report, there is a balance in the treasury of both funds in most all of the districts in the county.

I think the school work in our county is in a prosperous condition and that the outlook for the future is encouraging.

I visited ninety schools out of the one hundred and eleven in the county last year, and found most them in fair standing, and the teachers doing a good work.

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TAYLOR COUNTY FOR 1889.—S. B. AYERS, Supt.

We have fifty-two schools in this county, employing seventy-six teachers; of the schools, four are for colored children, with one colored teacher.

You will notice that the amount expended for contingencies for Court House District, \$201.39, of this \$173.23 was paid to West Grafton Independent District, this amount being West Grafton's



share of money in the treasury at the time it was made an Independent District.

Fetterman and Pruntytown Independent Districts levy nothing for building fund, and Fetterman does not report items of expense that would belong to that fund. Pruntytown does, and I have put the items in their proper places without extending the totals and have carried the totals back to teacher's fund statement and have marked them and placed explanatory notes at the bottom of page containing such totals. I like the new blank very well, but am sorry that no place was provided to report the  $2\frac{1}{2}$  per cent. discount allowed by the sheriff, to those who pay their taxes promptly. I also see that you have left out the place for reporting money overdrawn last year in statement of building fund.

Our schools did very good work in the past year, considering that five of them were compelled to suspend on account of measles, and others were greatly reduced in attendance. I think our teachers are improving in spite of some of the Boards of Education, acting as though they thought that teachers ought to thoroughly prepare themselves for the work of teaching, and then work for laborer's wages. The highest rate paid by our common school districts is \$36 for No. 1 certificates, \$30 for No. 2, and \$25 for No. 3; and lowest rate, \$30 for No. 1, \$23 for No. 2, and \$18 for No. 3. The one that pays most for No. 1, pays least for No. 3, and the one that pays least for No. 1 pays most for No. 3, so of course, the No. 1's gets employment where the pay is best and those who pay so little for No. 1, and not much less for No. 3, can get only a limited number of good experienced teachers, and have to fill up with young teachers with No. 3 certificates. Grafton Graded School has a graduating system, and under control of Professor U. S. Fleming, is doing excellent work; seven pupils were granted diplomas at the close of last term, and they passed a very rigid examination and gained high marks of merit, and I have noticed that the graduates of that school on county examinations always present very nicely executed manuscripts and generally carry off some of the best certificates. In bidding good-bye, I must thank you for the kindnesses which you have ever shown me in my official capacity.

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#### TAYLOR COUNTY FOR 1890—T. B. FORDYCE, Sup't:

In presenting to you my first annual report of the condition of the schools of Taylor county, I am glad to be able to say to you that they are making rapid progress, and were far more efficient during the year just closed than ever before. The widespread and rapidly growing sentiment of better, higher and more efficient education that is sweeping over this country, as well as the whole educational world, seems to have taken hold of the people, and especially, the teachers of Taylor county. In proof of this

the attendance at our County Institute last August was large, and it proved to be perhaps, the best one ever held in the county. The session were largely attended also, by citizens and friends of education generally, and at our night meetings the large Court room was crowded even to the available standing room, whereas a few years ago these same meetings would scarcely be attended by more than a score. Also the inefficient teachers are those who are not willing to keep up with the advance in the profession are being left without schools, only two No. 3 teachers employed in the county during the past school year and comparatively few No. 2, and I do not know of any teacher in the county who did not do fair work in the schoolroom, and some of our schools, notably those of the town of Grafton, will compare favorably with any in the State.

The hindering causes are, a lack of interest in persons to send their children to school. While there were 4,139 children enumerated in the county there were only 2,943 of them who attended school at all and these only averaged 2,031 or a little less than half. The people ought to be educated up to the importance of keeping their children at school regularly. However the sentiment of our people is now largely in favor of a "compulsory attendance" law and for a longer school term. The schools outside the towns are destitute of any kind of apparatus, not even a reading chart or numeral frame. I recommended all boards of education that did not have to purchase at once, and other apparatus, if they felt that they could. Some boards pay for "transferred pupils" out of the "Teacher's Fund." I had this matter corrected as far as I possibly could, but in some cases it could not be done. Owing to severe sickness during the winter I was not able to visit all the schools, but will make a great effort to do so the coming season. In conclusion, I will say that teachers and all school officers have labored faithfully with me and with each other to make good schools and advance the cause of education generally, and I hereby publicly express thanks for uniform kindness and many acts of courtesy.


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#### TUCKER COUNTY FOR 1889—H. J. DUMIRE, Sup't.

There are, as you will see from the report, fifty-three schools in the county, an increase over last year of seven schools. All of which I visited except 5; would have visited all but from the fact that some were taught at the times when I could not possibly reach them.

The schools were in session four months in all the districts except at Davis, in Fairfax district, where the school was continued eight months.

The educational interests are advancing all through the county; the people take more interest in the success and welfare of the



children, contemplating better houses, better seats for the children, and are becoming more liberal and favorable to our system of free education.

We have at Davis a good school that has been under the principalship of H. A. Mayer, with Miss G. L. Head and Percival Santz as assistants, that has been doing very good work, and promises good results in the future under the principalship of Howard Wagener.

The St. George Academy, under Prof. Manning, has been moving along, and at the commencement in June graduated O. J. Maxwell, Misses Cora Callihan and Ada Adams.

I think the teachers, for the coming term, will win the admiration and respect of the patrons, as the Board of Examiners raised the standard of *teachers* by their rigid examinations, held at the close of the school year, and I sincerely hope that my successor in office, Mr. Ramsey, may continue to elevate the grade and proficiency of teachers and thereby promote the interests of the people by way of giving to the pupils better teachers.

We had a very interesting and successful institute held at Davis City, conducted by Prof. Showalter, of Kingwood, W. Va. A very good attendance of teachers and others interested in school work were present and gave us their earnest support.

In conclusion I desire to express my thanks for the cordial and hearty support given me by you and the respective Boards of Education of Tucker county, and to the people of my county for the kindness shown me during my term of office.

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#### TUCKER COUNTY FOR 1890—J. W. RAMSEY, Sup't.

*(No written report.)*

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#### TYLER COUNTY FOR 1889.—S. G. PYLE, Sup't.

The condition of the Free Schools of Tyler county, at the close of the past school year, shows no gains over the school year ending June 30, 1888. The enumeration has declined from 4,422 in 1888, to 4,390 in 1889; with all the improvements in our school buildings and facilities for teaching, the parents of our county have not availed themselves of the opportunities of free schools as they should, from the fact that the average daily attendance has also been on the decline. We do not think there are many conclusions to be sought, for a solution of the difficulties; the schools demand more attractiveness, energy and progress on the part of us teachers, linked with a provision in our school law that will bring the parents to the responsibility of schooling their children at least ten weeks out of each school year.

## TYLER COUNTY FOR 1890.—M. V. UNDERWOOD, Sup't.

In submitting my first annual report of the schools of Tyler County, I desire to say that I find our schools doing, generally good work; some doing all that one can expect, while a very few are progressing slowly.

The boards have made improvements in the way of building and repairing houses, fitting the schools with patent seats, charts, dictionaries, etc. Our teachers are making rapid improvement as the result of our last examination will fully attest. We had some very good summer schools taught, among which were three Normals that were very largely attended by our teachers—one at Sistersville, by Prof. A. B. Wilson; Middlebourne, by Prof. J. W. Hawkins; Centreville, by Prof. L. J. Corbly. The La Grippe caused the average per cent. to be much lower than it would otherwise have been, yet the teachers labored earnestly with the few that remained in school, maintaining quite an interest when the attendance was so small. From the statistical reports I find that the average daily attendance is not more than one-half of the youths enumerated. This can not be remedied until we have a compulsory school law, for they are children of parents who are not aware of the great responsibility resting upon them; they should be compelled to discharge a parents duty.

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## UPSHUR COUNTY FOR 1889.—F. P. SEXTON, Sup't.

*(No written report)*

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## UPSHUR COUNTY FOR 1890.—W. B. CUTRIGHT, Sup't.

It is with some hesitancy I submit my first annual report. From the fact of my inefficiency and incompetency our schools have not made as much progress and improvement as they otherwise would. It consoles me though to some extent at least to know I have labored hard and earnestly for the success of the free schools in this county. I am proud to say that the condition of our schools, so far as the work done by the teacher is concerned, is very good. Our teachers are making vigorous efforts to improve themselves, and I may truthfully say are succeeding well. During the past year many of our teachers have attended the West Virginia Academy, at which place they have received excellent instruction.

During the present summer, we have had a Summer Normal at Buckhannon, taught by Jay F. Ogden, who has done his work in the most approved style. I desire to say that I believe the

schools of this county are on the advance and if the school affairs are put into the proper hands, will continue to improve.

The spirit of education is on the increase in this county, yet I fear the small salary paid will cause many of our best teachers to leave us and engage in other business. In submitting this report, I must say I have endeavored to perform the duties of my office in such a way as will promote the the interest and welfare of the public.

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#### WAYNE COUNTY FOR 1889.—L. DICKERSON, Sup't.

The schools of Wayne county are in a much better condition than they were four years ago. Teachers, pupils and patrons seem to be taking greater interest. It would help the cause of education in Wayne county, if we had harder examinations, and we would have harder examinations if the Boards of Education would give better pay. Our ranks have been broken by death four times only in the last four years.

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#### WAYNE COUNTY FOR 1890—G. W. FRAZIER, Sup't.

I have the honor herewith to submit to you my first annual report of the condition of the Free Schools of Wayne county for the year ending June 30, 1890.

The financial condition of our county is good, reports show a surplus of funds in nearly every district. There was a special levy of the building fund in Stonewall district of 40 cents on the \$100, of real and personal property, which is included in my report.

I note, with pleasure, the interest manifested by the Boards of Education, teachers, trustees and patrons, in the advancement of education. The interest is much greater than it was a few years ago. The several boards of education are building new *frame* school houses all over the county, and teachers are doing good work; but I was really surprised to find (in Secretaries' reports) that only a few teachers of our county subscribe for Educational Journals. I visited one hundred and twelve of the one hundred and twenty-six schools in operation last fall and winter and found most of them doing good work. In some instances, however, the schools are in the hands of young and inexperienced teachers, who, no doubt, will find that much may be learned by experience.

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#### WEBSTER COUNTY FOR 1889—W. B. STANARD, Sup't.

You will see from this, 1,288 pupils are enrolled, while we only

have an average attendance of 818. Four hundred and seventy have enrolled, but did not attend the schools.

Our total enumeration is 1,809. Thus you see that 521 have never been in the schools at all.

$470+521=991$  who should have attended the schools, but for some cause have not. Now, who is to blame for this? Both the teachers and parents.

The school system will never be perfect in the country until we get all the children of school age in the schools. I think this will gradually come to pass.

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#### WEBSTER COUNTY FOR 1890.—E. H. MORTON, Sup't.

I hereby submit my annual report. I had some trouble in getting correct reports from some of the secretaries, but think you will find the information given reliable. Our schools are making fair progress. The financial condition of the several districts is in better shape than it was last year, and by proper management the boards can meet the demands for the coming year.

I am proud to be able to speak of the progressive spirit existing among our teachers, especially those just entering the profession. Most attended select schools the present season. We have organized a Reading Circle, and the course includes the best professional and scientific works we were capable of selecting. Prof. Hinkle helped us to organize, and his labors at our Institute were certainly of priceless value. We held district associations, where experiences, opinions and ideas were freely expressed and discussed. I have made as great an effort as I could to raise the standard of education in my county, and have been liberally supported by some of our teachers.

I would call attention to one fact. You will see, by reference to my report, that in our district the levy for the Teacher's Fund, including that for back indebtedness was \$1.10 on the hundred. This within itself, is proof that our present system of taxation is unfair. In a county like Webster, not improved by railroads, newly settled, it is a burden on the taxpayers of the county to support the Free School system. I am in favor of a State tax sufficient to run all the schools in the State four months, and make the County Superintendent of the several counties the Treasurer for his county. I, also think, the law should be so changed as to make the County Superintendent's term of office four years instead of two, with a salary sufficient to justify him in devoting his whole time to the work.

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#### WETZEL COUNTY FOR 1889.—C. A. McALLISTER, Sup't.

*(No written report.)*

WETZEL COUNTY FOR 1890.—J<sup>NO</sup>. S. WADE, Sup't.

(*No written report.*)

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## WIRT COUNY FOR 1889—M. B. EDMONDSON, Sup't.

The year closed, gave us a good step forward. Nearly all of the Free Schools in our county were good. Some very good. A great amount of good is being done in our "select schools."

In retiring from school work, I feel glad of our progress. I wish it had been greater—it might have been—yea, ought to have been greater.

I think the financial condition of every district is *good*, and being *improved*.

The Independent District of Burning Springs, whilst not free from debt, I think has taken a very safe way out of her liabilities, (on the Building Fund).

Thanks for favors from your department.

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## WIRT COUNTY FOR 1890—W. LESTER, Sup't.

Our schools are in good condition. The teachers labored under many disadvantages, but on the whole, did good work.

The insufficiency of their wages, the lack of necessary apparatus, the frequent indifference of the parents, are all fruitful causes of discouragement on their part. When the power to remedy any of these wrongs is beyond the jurisdiction of the Boards of Education, we would respectfully suggest remedial legislation. A liberal compulsory school law, if it could be adapted to the circumstances of the people would wield a healthy influence on the "Daily Average." We have toiled under many discouragements during the past, but the future seems bright with the promise of a better day. School houses are building. Officials and teachers are alive to their duties; and the patrons are catching an inspiration from them—are awaking to their responsibilities. I believe that we are steadily marching towards a higher plane of educational work.

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## WOOD COUNTY FOR 1889—J. F. McKUSICK, Sup't.

I have the pleasure of forwarding my annual report, detailing the work of thirty-five members of the different boards of education and 168 teachers. Forty-four of these are employed in the

city and district of Parkersburg, and are under the efficient superintendent, W. M. Strauss.

Substantial progress has been made during the past year. Considerable advancement is made each year. Especially is this true of all the country districts, for the city schools reached that degree of excellence years ago where it is difficult to attain much higher ground, but the work done the past year was characterized by more thorough and painstaking effort than usual. The teachers were encouraged to do more thorough work, and aim at *results*. It gives me great pleasure to say that our teachers, usually, enter heartily into the work planned by the Superintendent. They are not behind the teachers in the best counties of the State in their effort to fit them for their work. A goodly number are taking the course at Fairmont, and quite as many attend select schools a part of the year nearer home. To the honor of our people, it can be said that all of our schools are under good discipline. Public opinion demands this and universally sustains the teacher in conducting an orderly school. Much of this is due to the wise selection, very generally made, in the choice of school officers.

School-house architecture in this county is abreast with the times. Every new house is seated with the patent desks, and they have been put into many of the old ones. Some of the boards have seated every house in their districts with them. I can not say that they have shown as much zeal in purchasing needful apparatus, but that will come, probably, in the near future.

The schools of this county have seemingly reached a point where grading becomes a necessity in order to an economical use of money and a proper application of mind. The attainments of the pupils of different schools in the same districts are very far from being uniform. Some seem to be satisfied with very moderate attainments. Grading would bring such a school a power that resides in no single effort the authorities can use. To be properly classified and have a year's work marked out for them would lead them to see that something was expected of them, as well as a governing power behind them. Grading would, in a short time, do away with the backward schools, and there would be no temptation for a teacher to seek an easy winter's work. It costs to a cent the same to sustain one school as another in the same district, having teachers holding the same grade of certificate, and justice to the taxpayer requires that one should put forth as much energy and make as much progress as the other. To grade the schools would be of little benefit unless they could be properly supervised, and I hope the duties of the county superintendents will be so changed that my successor will be required to give all his time to the supervision of the schools in our county.



## WOOD COUNTY FOR 1890—J. F. McKUSICK, Sup't.

It gives me pleasure in making this my fifth annual report, that I am able to record continued prosperity in our educational work. The Public Schools have the confidence and hearty support of our people. Neither sectarian zeal nor party domination enters into the management of the system of popular education in this county. School officers and teachers occupy their positions on account of their educational and moral fitness, without any regard to the diversity of their views on other questions, and their popularity depends upon the discharge of their educational duties in a proper manner.

A look at the financial part of this report will show the liberality of the people in support of the institution, designed for the education of their children. The amount raised for the support of common schools in this county reached the magnificent sum of seventy-eight thousand nine hundred and eleven dollars and nine teen cents. Less than one seventh of this amount ( $13\frac{1}{2}$  per cent. of it), came from the State School Fund. Not a trace of the overwhelming losses that the county sustained in the awful flood, is discernable in amount contributed to the support of education.

There are some things that need to be changed. None are of so much importance as the *education* and *examination* of teachers. The most of them have made the most of their advantages. The people think a great deal of well educated teachers. Such are always in demand, other things being satisfactory. A few are getting a college education, but that is not expected of them as a body. Many have taken a more or less extended course at some of the Normal Schools, and a great number attend a summer school at some of the many public centres taught by our best teachers. When a teacher has acquired a knowledge of the common school branches, his advance seems to come to an end. The State bars the road to further progress by requiring an *annual grinding* examination in the *same* studies. Nothing but fresh knowledge will suffice to secure a No. 1 certificate. It takes a term, either in or out of school each year to review these nine branches, leaving little or no time to advance in the other branches. A perpetual tread-mill has been established by the State. This system of examinations has a strong tendency to check progress, instead of encouraging it. It is not only useless but cruel to the teachers. How unjust to require an experienced teacher to pass an examination in order to ascertain, whether or not, he is qualified to teach the same school which he successfully taught the year before! A lawyer or doctor passes a competent board, and then passes for what he is worth. They are not always upon the rack to pass an examination. Let the teacher be treated like other educated people who do business for the public.

This county will probably welcome the enactment of a wise law for the classifying and grading of our country schools.

Please accept the thanks of our teachers and people for the ex-

cellent instructors you gave us in our Annual Institute in June, and for the incomparable treat you gave us in the Peabody Institute in August. You have always done all that a State Superintendent could do for uniformly successful institutes in our county, as well as in every other respects.

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WYOMING COUNTY FOR 1889.—M. L. STONE, Sup't.

I have the honor to submit my report of the Free Schools of Wyoming county for the year ending June 30, 1889. I have found it almost impossible to get correct reports from the secretaries. It is with much labor that I obtain what I have reported.

I have not had an opportunity to make many visits, as our schools were mostly taught in winter, and my health was so bad that I could not reach the schools as they are some miles apart in our county, and most all the roads are bad in winter.

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WYOMING COUNTY FOR 1890—JAMES COOK, Sup't.

I have the honor to herewith submit my first annual report of the condition of schools of my county.

My report is not as full and complete as it should have been, but it is as complete as I could make it from the statistics furnished by the secretaries of the different Boards of Education of the county.

There were no settlements made with the sheriff in Barker's Ridge and Slab Fork districts for the year herein reported and only partial settlements made in the other five districts of the county.

I think the progress of the schools for the past year was very good considering the many disadvantages our teachers have to labor under. The wages of teachers are down as low as the law will allow all over the county. This has driven many of our best teachers from the profession.

Some of our Boards of Education are taking more interest in building better school houses and furnishing them with better seats, &c., which adds greatly to the convenience of both teacher and pupils.

Would recommend a change in the school law, fixing salaries of teachers holding first grade certificate at not less than \$35.00 per month; second grade at not less than \$30.00; and doing away with third grade entirely.

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WHEELING CITY FOR 1889—W. H. ANDERSON, Sup't.

*(No written report.)*

WHEELING CITY FOR 1890.—W. H. ANDERSON, Sup't.

*(No written report.)*

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CHARLESTON CITY FOR 1889—G. S. LAIDLEY, Sup't.

*(No written report.)*

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CHARLESTON CITY FOR 1890—G. S. LAIDLEY, Sup't

*(No written report.)*

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MARTINSBURG CITY FOR 1889.—J. A. COX, Sup't.

I take pleasure in submitting this, my third annual report of the condition of the public schools of the Independent District of Martinsburg.

In visiting the schools of the city, I have noted carefully the methods of instruction employed by the different teachers in the various departments of these schools.

It would be unfair for me to say that all of our teachers are equally proficient, either in discipline, or in methods of instruction.

No two persons look alike, talk alike, act alike, or agree exactly in any one particular; as therefore, we employ a corps of twenty-two teachers in our city, so we have twenty-two different phases of school management, each varying somewhat from the other. While it must be admitted that some of our teachers are better instructors, and better disciplinarians than others, and while, in some instances, the standard is not just as high as I would wish to have it, nevertheless, I am glad to say, that our teachers, taken either individually, or as a body, will compare favorably with those of any other part of the State of West Virginia. They are, moreover, thoroughly acquainted with their respective pupils, and with the patrons among whom they have to labor, so that, in my judgment, each teacher seems to be peculiarly fitted to meet the requirements of the locality in which he is placed.

Teachers, as a rule, do not receive adequate remuneration for

their work. This is as true in Martinsburg as it is elsewhere. A small advance in salaries would scarcely be felt by the tax-payers, and yet, I am sure, that it would stimulate the teachers to put forth even more vigorous efforts in the cause of education than they have hitherto done.

Our tax-payers ought not to complain, for money spent in the interest of education is well spent, and they, who thus cast their bread upon the waters, will, if not sooner, certainly find it after many days. My motto is; Pay the teacher well, then require of him faithful, efficient service.

The enrolment of the city schools for the session ending June 7, 1889, is 1,338, distributed as follows: High school, 179; Second Ward, 278; Third Ward, 260; Fourth Ward, 227; Fifth Ward, 262; Colored school, 132.

The graduating class of the high school numbered eighteen, fifteen girls and three boys. Of this class, sixteen made an average of upwards of ninety per cent., five of whom averaged over ninety-eight per cent.

The year just closed has been a very prosperous one indeed, and all interested in the workings of our free school system, confidently expect the coming year to be one of the brightest in the history of the city schools of Martinsburg.

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#### MARTINSBURG CITY FOR 1890—J. A. Cox, Sup't.

It again becomes my duty to submit to you my annual report of the condition of the public schools of Martinsburg, together with recommendations looking to their further advancement and prosperity. I noted carefully the method of instruction employed in the various schools of the city, and find, that so far as the teachers are concerned, every possible effort is being put forth for the education of the pupils. I have, also, examined into the disciplinary affairs of our schools, and while it is but just for me to say that the methods of instruction, and manner of punishment employed, are not, in every instance, the methods which I would employ, it is equally just for me to say that all our teachers preserve order and decorum in their respective school-rooms, and that all, therefore, merit the hearty co-operation and unqualified indorsement of the friends of education in our city.

Our teachers are zealous, active, industrious, earnestly seeking the welfare of their pupils. They, however, have many difficulties with which to contend, difficulties which it is within the power of the parent to remove, and the removal of which would rebound to the good of the pupil.

I find, in my visits, that many pupils are inadequately supplied with text-books, and that no request of the teacher in charge will induce them to bring the required books. There are many patrons who do not seem to realize the fact that the primer and first

reader of the primary department will not avail in the principal's room, or that the studies pursued in the Ward Schools are laid aside for a more advanced course in the High School; and thus our teachers are annoyed continually by the refusal of parents to furnish the children with appropriate text-books.

Parents have sufficient money with which to feed and clothe their children; this of course, is right; but should they not be just as willing to feed and clothe their minds as their bodies?

Many parents, moreover, spend money freely, and without the least complaint, for that which is neither food nor raiment, and often for that which is not only of no utility whatever, but on the contrary, is positively noxious and debasing; and yet, when the teacher desires those same parents to provide their children with suitable text-books, the cost looms up mountain high before them, and the teacher, in turn, is frequently abused for the kindly interest he has taken in the welfare of those placed under his care and instruction.

We have a course of study laid down for schools, and inasmuch, as the Board of Education furnishes the books for indigent pupils something should be done to induce parents who *are* able to provide text-books for their children to comply with the requirements of the course. Another great hindrance to the progress of our schools is the irregular attendance of so many of the pupils, a fault, too, which it is within the power of the parent to correct, but which on the contrary, in many instances, seems to be, not simply overlooked, but even encouraged. A fair, a dime circus, a lowering cloud, an approaching holiday, or a little extra work to be done at home, are too often considered by the parent a valid excuse upon which the pupil may remain away from school, nevertheless, should those same scholars fail, or merit low grades at the annual examinations, the teacher in charge would be censured for incompetency, and perhaps, for every other fault to which teachers are supposed to be amenable.

I hold that sickness is the only laudable excuse for either absence or tardiness, and that seldom, if ever, ought any other excuse to be accepted. I, also hold that if the pupil is detained at home, through any cause whatever, the teacher should not be held responsible for his failure to pass the required examinations. Every reasonable person will regard failure, even from sickness, not as the teacher's fault, but as the scholar's misfortune.

Akin to the evil of irregular attendance, only farther reaching in its deleterious results, is that of remaining out of school altogether. Non-attendance at school, and consequent ignorance thereupon, is truly a menace to the peace and prosperity of our country. Edward Everette says, "Education is a better safeguard of liberty than a standing army." When will the pupil learn the truth of this statement? If left to himself, not perhaps, until it has become too late for him to acquire an education.

Should not the parent, then see to it, that the pupil is at school, even though he should protest against it? The day will come

when the child will be thankful that he was submissive to parental authority, and that he was compelled to improve the precious moments of early youth.

How often, are parents sadly derelict in their duty in regard to this very matter. The girl grows weary of the class-room, complains of its toils and hardships, and the parent, in order to gratify her foolish whims, not infrequently withdraws her from school. The boy is permitted by his father and mother to exchange the restraining and refining influences of the school-room for the more fascinating associations of the street corner, where he can enjoy, to his heart's content, the deadly cigarette, and a thousand other evils whose certain tendency is to the destruction of body, mind and soul; or if not so bad as this, he may be placed in some position, which he is, at best, but poorly qualified to fill, from which he can rise to prominence or usefulness in the world.

The people are taxed to support the free school system. Why not compel the children to reap the benefits to be derived from that system? Is it right that the wealthy capitalist should be taxed to educate the poor man's child? Yes; because his own property and person are safer in an educated community than in an illiterate one.

Is it right that the poor man should refuse to send his child to school? No; because the very purposes for which the free school system was created are thus thwarted, the wealthy man's money is expended, while the poor man's child remains in ignorance.

Several States have already adopted compulsory education. Will our own legislators do as much for West Virginia?

I do not wish to be regarded as querrulous, nor do I desire to assume the role of the pessimist, nevertheless "facts are stubborn things," and it is always just as right and proper that we should see our faults, and endeavor to correct them, as it is that we should study our virtues and cling unto them.

The above named obstacles in the way of successful school work are not imaginary; they are real, existing, doubtless, to a greater or less degree, in every county and town of West Virginia. Let us all, teachers, and patrons, strive earnestly to surmount them, and thus give to the youth of our beautiful "Mountain State" that which will prove to them of more value than gold or silver, a thorough, practical, business education.



STATISTICAL AND FINANCIAL TABLES  
FOR THE  
SCHOOL YEARS  
ENDING  
JUNE 30, 1888-89 AND 1889-90.



TABLE A.

*County Superintendents' Reports of General Statistics for the Years Beginning July 1, 1888, and July 1, 1889, and Ending June 30, 1889, and June 30, 1890. Respectively, Showing Increase and Decrease by Counties.*

COUNTIES.	SCHOOL DISTRICTS.		NUMBER AND KIND OF BUILDINGS, APPLIANCES AND IMPROVEMENTS.																		
	No. Districts.	No. of Sub-Districts.	No. of Members of Board of Education.	No. Trustees.	Frame Houses.	Log Houses.	Brick & Stone	Whole No. of Houses.	Increase.....	Decrease.....	No. Rented.	No. Built this Year.	Whole No. of Rooms.	No. used for Rec'n. only.	No. Rooms with Improved Desks.	No. with Apparatus.	No. Fenced.	No. with Improved grounds.	No. Volumes in Library.		
Barbour.	1889	86	27	281	78	13	1	92	1	1	1	4	97	1	45	1	2	4	52		
Berkeley.	1889	57	18	154	42	2	19	63	5	5	2	3	67	1	37	1	6	4	27		
Boone.	1889	56	15	154	11	45	5	61	5	5	1	2	66	1	37	1	6	4	27		
Braxton.	1889	106	18	318	327	53	40	100	5	5	8	7	111	1	49	1	3	3	89		
Brooke.	1889	26	9	78	24	6	3	29	1	1	1	1	40	1	39	1	1	1	30		
Casbell.	1889	73	18	228	67	12	6	85	5	5	4	5	112	1	60	1	1	1	37		
Calhoun.	1889	57	15	178	39	16	11	55	8	8	1	2	87	1	43	1	1	1	31		
Clay.	1889	37	15	111	10	8	26	36	2	2	1	3	55	1	1	1	1	1	25		
Doddridge.	1889	84	24	252	77	7	6	84	8	8	1	2	139	1	7	1	13	15	52		
Fayette.	1889	56	15	154	11	45	5	61	5	5	1	2	66	1	37	1	6	4	27		
Gilmer.	1889	56	15	154	11	45	5	61	5	5	1	2	66	1	37	1	6	4	27		
Grant.	1889	111	30	333	375	47	5	138	2	2	3	3	155	1	32	1	1	1	482		
Greenbrier.	1889	83	21	270	73	15	13	102	4	4	8	9	111	1	108	1	2	2	74		
Hampshire.	1889	56	15	154	11	45	5	61	5	5	1	2	66	1	37	1	6	4	27		
Hancock.	1889	19	12	57	38	4	31	23	2	2	1	3	32	1	32	1	1	1	33		
Hardy.	1889	126	39	378	417	34	3	271	4	4	2	8	382	1	1	1	18	1	65		
Harrison.	1889	151	21	457	435	130	18	149	4	4	3	5	172	1	31	1	18	1	102		
Jefferson.	1889	56	15	154	11	45	5	61	5	5	1	2	66	1	37	1	6	4	27		
Jefferson.	1889	190	36	585	585	32	11	181	7	7	5	11	161	1	42	1	13	1	58		
Kanawha.	1889	115	21	336	345	15	2	114	2	2	3	5	132	1	85	1	10	1	49		
Lewis.	1889	79	15	237	243	28	39	79	2	2	2	2	81	1	2	1	2	2	55		
Lincoln.	1889	67	15	187	390	6	11	100	23	23	1	7	81	1	2	1	2	2	23		
Logan.	1889	117	27	352	345	11	119	122	3	3	1	3	145	1	64	1	13	1	85		
Marion.	1889	103	30	309	309	101	2	105	2	2	3	1	122	1	67	1	5	1	1075		
Marshall.	1889	128	46	387	388	129	6	139	1	1	4	2	147	1	82	1	15	1	124		
Mason.	1889	5	15	285	285	51	43	102	5	5	6	13	106	1	2	1	17	1	73		
Mercer.	1889	53	21	150	49	2	1	60	8	8	1	1	78	1	57	1	13	1	430		

TABLE A—Continued.

COUNTIES.	School Districts.	NUMBER AND KIND OF BUILDINGS, APPLIANCES AND IMPROVEMENTS.																	
		No. of Sub-Districts.	No. of Trustees.	Frame Houses.	Log Houses.	Brick & Stone	Whole No. of Houses.	Increase.....	Decrease.....	No. Rented.	No. Built this Year.	Whole No. of Rooms.	No. used for Rec'n. only.	No. Rooms with Improved Desks.	No. with Apparatus.	No. Fenced.	No. with Improved grounds.	No. Volumes in Library.	
Monongalia.....	8	105	100	324	165	100	106	110	4	1	1	116	1	83	26	3	1	1890	
Monroe.....	6	105	109	321	104	108	110	112	2	1	1	117	1	83	26	3	1	1889	
Morgan.....	6	105	109	321	104	108	110	112	2	1	1	117	1	83	26	3	1	1890	
McClure.....	3	37	36	85	2	35	37	37	8	4	2	48	43	38	34	2	1	1889	
McClure.....	3	37	36	85	2	35	37	37	8	4	2	48	43	38	34	2	1	1890	
Nicholas.....	5	81	83	249	18	84	87	87	4	3	2	117	120	91	26	3	1	1889	
Nicholas.....	5	81	83	249	18	84	87	87	4	3	2	117	120	91	26	3	1	1890	
Ohio.....	5	81	83	249	18	84	87	87	4	3	2	117	120	91	26	3	1	1889	
Ohio.....	5	81	83	249	18	84	87	87	4	3	2	117	120	91	26	3	1	1890	
Pendleton.....	6	63	60	277	240	266	277	277	4	1	1	277	277	16	38	38	12	1889	
Pendleton.....	6	63	60	277	240	266	277	277	4	1	1	277	277	16	38	38	12	1890	
Pleasant.....	6	63	60	277	240	266	277	277	4	1	1	277	277	16	38	38	12	1889	
Pleasant.....	6	63	60	277	240	266	277	277	4	1	1	277	277	16	38	38	12	1890	
Pocahontas.....	4	54	54	143	12	12	143	143	1	1	1	143	143	14	30	1	1	1889	
Pocahontas.....	4	54	54	143	12	12	143	143	1	1	1	143	143	14	30	1	1	1890	
Preston.....	9	146	146	438	143	146	438	438	1	1	1	438	438	11	30	1	1	1889	
Preston.....	9	146	146	438	143	146	438	438	1	1	1	438	438	11	30	1	1	1890	
Putnam.....	7	107	101	321	104	108	110	112	2	1	1	117	120	91	26	3	1	1889	
Putnam.....	7	107	101	321	104	108	110	112	2	1	1	117	120	91	26	3	1	1890	
Raleigh.....	9	125	125	390	232	125	390	390	8	1	1	390	390	11	30	1	1	1889	
Raleigh.....	9	125	125	390	232	125	390	390	8	1	1	390	390	11	30	1	1	1890	
Randolph.....	9	125	125	390	232	125	390	390	8	1	1	390	390	11	30	1	1	1889	
Randolph.....	9	125	125	390	232	125	390	390	8	1	1	390	390	11	30	1	1	1890	
Ritchie.....	8	112	114	342	180	112	342	342	1	1	1	342	342	11	30	1	1	1889	
Ritchie.....	8	112	114	342	180	112	342	342	1	1	1	342	342	11	30	1	1	1890	
Roane.....	8	112	114	342	180	112	342	342	1	1	1	342	342	11	30	1	1	1889	
Roane.....	8	112	114	342	180	112	342	342	1	1	1	342	342	11	30	1	1	1890	
Summers.....	9	146	146	438	143	146	438	438	1	1	1	438	438	11	30	1	1	1889	
Summers.....	9	146	146	438	143	146	438	438	1	1	1	438	438	11	30	1	1	1890	
Taylor.....	9	146	146	438	143	146	438	438	1	1	1	438	438	11	30	1	1	1889	
Taylor.....	9	146	146	438	143	146	438	438	1	1	1	438	438	11	30	1	1	1890	
Tucker.....	6	63	60	277	240	266	277	277	4	1	1	277	277	16	38	38	12	1889	
Tucker.....	6	63	60	277	240	266	277	277	4	1	1	277	277	16	38	38	12	1890	
Tyler.....	6	63	60	277	240	266	277	277	4	1	1	277	277	16	38	38	12	1889	
Tyler.....	6	63	60	277	240	266	277	277	4	1	1	277	277	16	38	38	12	1890	
Upshur.....	7	120	121	354	200	120	354	354	1	1	1	354	354	12	30	1	1	1889	
Upshur.....	7	120	121	354	200	120	354	354	1	1	1	354	354	12	30	1	1	1890	
Wayne.....	4	110	113	321	104	108	110	112	2	1	1	117	120	91	26	3	1	1889	
Wayne.....	4	110	113	321	104	108	110	112	2	1	1	117	120	91	26	3	1	1890	
Webster.....	9	146	146	438	143	146	438	438	1	1	1	438	438	11	30	1	1	1889	
Webster.....	9	146	146	438	143	146	438	438	1	1	1	438	438	11	30	1	1	1890	
Wetzel.....	9	146	146	438	143	146	438	438	1	1	1	438	438	11	30	1	1	1889	
Wetzel.....	9	146	146	438	143	146	438	438	1	1	1	438	438	11	30	1	1	1890	
Wirt.....	11	117	123	353	200	123	353	353	1	1	1	353	353	12	30	1	1	1889	
Wirt.....	11	117	123	353	200	123	353	353	1	1	1	353	353	12	30	1	1	1890	
Wood.....	7	117	118	321	104	108	110	112	2	1	1	117	120	91	26	3	1	1889	
Wood.....	7	117	118	321	104	108	110	112	2	1	1	117	120	91	26	3	1	1890	
Wyoming.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1889	
Wyoming.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1890	
Wheeling City.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1889	
Wheeling City.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1890	
Charleston City.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1889	
Charleston City.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1890	
Huntington City.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1889	
Huntington City.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1890	
Marshall City.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1889	
Marshall City.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1890	
Totals.....	384	383	386	4651	1157	1223	1835	13706	3510	3680	1021	1007	124	127	4655	4814	167	12	122

TABLE B.  
Value of Houses and Other School Property.

COUNTIES.	Value of School Houses.		Value of Land.		Value of Furniture.		Value of Apparatus.		Value of Libraries.		Total Value of all School Property.		Average Value of School Houses.	
	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Barbour.....	81,850	30,291	1,381	2,300	3,204	3,752	30	50	101	225	84,036	36,630	402	403
Berkeley.....	24,800	21,915	1,110	1,682	2,495	3,191	70	92	50	119	28,295	27,019	437	437
Boone.....	6,660	6,696	1,042	1,042	2,335	2,761	25	25	395	400	7,281	7,569	130	645
Braxton.....	21,715	25,915	731	1,001	1,643	2,313	42	42	142	175	24,576	29,771	245	283
Brooke.....	37,700	38,151	8,130	8,600	2,105	2,700	411	781	175	220	43,541	43,941	1,535	1,689
Cabell.....	16,320	26,762	8,025	2,800	2,105	3,293	373	925	70	173	60,440	83,254	1,816	4,133
Calhoun.....	13,245	13,893	263	541	10,610	3,293	373	925	50	347	14,265	16,095	259	271
Clay.....	6,721	6,850	191	128	355	1,243	158	66	91	106	7,457	7,427	206	190
Clayton.....	25,546	28,393	2,435	2,588	2,735	2,839	70	.....	128	221	30,654	34,700	390	377
Dayton.....	42,115	41,828	2,005	1,591	5,417	7,808	29	313	172	389	40,698	51,680	394	388
DeWitt.....	13,325	14,239	869	758	1,749	1,348	243	10	40	333	16,179	16,848	218	362
Grant.....	16,683	17,915	1,463	778	1,373	1,990	243	10	10	683	18,777	20,783	329	313
Greenbrier.....	38,290	38,204	3,651	3,653	5,821	5,694	298	290	681	683	43,722	43,434	365	274
Hampshire.....	22,190	23,139	940	1,043	1,878	2,904	239	50	101	310	23,138	27,446	246	277
Hancock.....	26,325	12,675	3,300	4,300	2,740	2,530	180	976	105	232	33,630	33,517	1,550	2,173
Hardy.....	12,065	10,890	1,161	874	1,248	1,063	40	55	121	219	68,077	81,431	486	445
Harrison.....	46,518	64,940	4,595	9,035	6,304	6,697	540	430	130	404	50,694	61,101	342	387
Jackson.....	43,275	59,255	2,893	4,115	3,968	5,917	301	78	225	337	50,943	59,308	748	461
Jefferson.....	20,120	23,180	3,020	2,615	3,462	3,495	141	817	225	337	78,766	92,020	635	479
Kanawha.....	62,169	70,205	6,291	6,495	9,760	14,176	301	817	225	337	41,837	46,318	362	303
Lewis.....	33,950	35,100	3,820	2,937	2,656	1,930	60	60	238	291	41,837	46,318	198	180
Lincoln.....	13,690	14,563	915	956	950	839	16	.....	118	181	15,666	16,589	198	180
Logan.....	10,161	12,867	740	1,190	1,660	450	.....	.....	67	85	11,728	14,092	143	129
Marion.....	65,560	66,660	4,321	4,509	7,087	8,132	490	473	815	780	78,873	81,554	641	658
Marshall.....	53,253	66,805	8,772	7,570	8,197	9,128	1,380	3,328	326	326	85,022	86,937	809	628
Mason.....	54,475	69,640	9,973	6,795	5,646	7,735	346	220	63	771	70,463	85,161	507	593
Mercer.....	11,955	16,183	751	1,683	5,821	7,450	.....	.....	95	.....	13,622	17,904	140	139
Mineral.....	42,785	37,566	4,565	4,087	5,124	5,210	345	322	856	405	56,696	47,480	932	791
Monongalia.....	45,650	40,980	3,782	3,419	6,818	6,935	272	1,129	174	418	56,696	62,881	535	468
Monroe.....	28,303	23,110	1,801	1,801	2,230	2,153	.....	77	289	208	27,388	27,388	248	865
Morgan.....	2,780	2,114	1,050	2,700	2,780	2,988	102	83	135	174	28,835	27,059	698	731
McDowell.....	3,215	2,784	1,550	172	18	.....	.....	83	135	60	3,883	2,972	91	61
Nicholas.....	12,033	13,624	417	533	1,220	1,411	.....	.....	.....	.....	13,670	15,568	175	163

TABLE B.—Continued.  
*Value of Houses and Other School Property.*

COUNTIES.	Value of School Houses.		Value of Land.		Value of Furniture.		Value of Apparatus.		Value of Libraries.		Total Value of all Average Value of School Property.		
	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1890
Ohio.....	\$ 34,300	\$ 31,575	\$ 3,925	\$ 4,640	\$ 3,985	\$ 3,143	\$ 933	\$ 1,734	\$ 106	\$ 202	\$ 43,269	\$ 41,294	\$ 1,179
Pendleton.....	12,197	12,277	674	578	898	866	61	62	.....	.....	13,830	13,723	172
Pleasant.....	14,190	18,700	953	1,077	1,813	2,130	440	.....	.....	120	17,826	17,022	403
Pocahontas.....	16,778	16,283	1,110	1,135	1,415	1,025	.....	.....	.....	.....	19,328	18,943	276
Preston.....	52,875	52,790	1,741	2,305	5,483	6,073	150	.....	653	407	69,392	62,470	417
Raleigh.....	28,875	27,820	2,680	1,815	4,309	4,136	98	100	.....	.....	36,055	33,991	364
Putnam.....	10,089	15,186	384	350	233	1,473	.....	.....	143	120	11,149	17,161	114
Randolph.....	14,640	17,353	1,482	1,180	1,488	1,473	26	38	345	224	17,676	20,196	186
Roane.....	43,715	42,940	2,065	2,051	4,700	5,855	1,292	272	.....	.....	51,772	51,718	429
Summers.....	24,588	28,609	1,144	1,088	2,074	2,431	32	.....	883	299	28,252	32,440	243
Taylor.....	31,180	31,205	1,455	1,092	2,088	2,194	285	330	246	226	33,601	36,254	229
Tucker.....	10,175	10,405	4,170	4,170	4,794	4,834	10	.....	370	384	40,689	40,925	789
Unshur.....	26,425	25,745	1,559	1,935	3,693	3,992	468	83	75	325	32,220	31,901	8-3
Wayne.....	26,144	26,565	1,625	1,681	1,431	1,580	57	57	10	257	29,270	30,139	304
Webster.....	22,821	25,815	2,172	2,556	1,971	2,694	89	12	439	49	27,491	31,653	225
Wetzel.....	8,455	7,000	376	480	512	512	10	.....	.....	.....	9,142	7,922	245
Wirt.....	46,640	39,269	2,361	2,940	6,625	6,680	59	112	212	310	58,802	50,840	535
Wood.....	24,080	21,557	1,215	1,098	3,905	8,052	115	113	50	125	29,305	25,645	597
Wyoming City.....	108,410	120,260	42,563	47,614	16,461	16,008	377	407	590	729	168,410	183,108	1,326
Charleston City.....	4,807	5,894	2,803	4,614	2,224	2,957	52	12	.....	.....	6,354	6,742	90
Charleston City.....	194,000	230,000	68,500	78,500	24,000	24,000	2,000	2,000	1,000	1,200	288,000	328,700	16,166
Charleston City.....	53,900	58,400	24,120	20,000	2,000	3,500	150	100	175	70	80,270	77,225	16,064
Charleston City.....	41,000	41,000	9,300	9,300	2,825	2,825	.....	.....	.....	.....	56,735	56,735	10,650
Marlinsburg City.....	26,000	26,000	4,100	4,200	3,200	3,300	275	220	.....	.....	33,575	33,940	4,500
Totals.....	\$1,839,680	\$1,941,850	\$268,231	\$280,364	\$268,513	\$227,157	\$14,111	\$19,843	\$10,183	\$14,794	\$2,330,718	\$2,483,528	\$85



TABLE C.—Continued.

Enumeration of Youth According to Race and Sex in Two Classes as to Age.

COUNTY.	WHITE.										COLORED.										Total Both Ages and Colors.				Total Males and Females.		Increase.	Decrease.				
	Ages Bet. 6 and 16.					Ages Bet. 16 and 21.					Tot'l white					Ages 6 to 16.													Ages 16 to 21.			
	Male.		Female.		Total	Male.		Female.		Total	Male.		Female.		Total	Male.		Female.		Total	Male.		Female.		Total	Male.			Female.			
	1889	1890	1889	1890		1889	1890	1889	1890		1889	1890	1889	1890		1889	1890	1889	1890		1889	1890	1889	1890		1889			1890	1889	1890	1889
Monroe....	1608	1643	1388	1426	2816	546	577	531	534	4078	145	171	155	175	320	65	45	55	49	114	418	418	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Morgan....	558	595	790	814	1363	300	297	281	282	1160	43	43	41	41	84	16	16	7	13	33	105	113	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
McDowell...	770	885	737	722	1507	323	197	233	153	1827	15	34	16	87	51	3	6	6	3	42	77	77	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Nicholas....	1324	1383	1240	1288	2612	460	441	412	456	3491	18	4	16	87	1	1	1	1	1	4	6	6	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Ohio.....	897	898	819	852	1751	923	923	923	923	2290	14	12	12	16	4	5	11	7	41	40	40	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Pendleton...	1180	1206	1126	1146	2326	437	422	423	423	3166	11	14	23	23	10	6	7	7	7	60	64	64	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Pleasants...	1024	1055	862	843	1907	344	300	290	279	2529	43	50	46	54	27	23	33	18	149	145	145	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Pocahontas...	2678	2846	2832	2802	5480	963	988	871	918	7050	15	16	9	17	7	8	8	8	83	87	87	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Preston....	1914	1961	1662	1591	3555	637	639	535	550	4748	49	48	45	87	13	11	8	18	115	114	114	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Putnam....	1346	1461	1303	1385	2730	501	549	401	365	3440	10	9	3	16	2	2	2	4	21	23	23	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Raleigh....	1486	1644	1393	1469	3050	549	549	479	521	3862	13	18	25	26	2	5	3	4	43	53	53	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Randolph...	2238	2231	2107	2041	4134	890	878	708	679	1567	8	1	1	2	1	2	1	1	12	12	12	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Ritchie....	2093	2187	2011	2041	4134	847	833	714	660	1540	13	18	25	26	2	5	3	4	43	53	53	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Roane....	1602	1625	1533	1569	3164	564	589	414	385	947	184	195	188	182	29	28	47	38	448	443	443	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Summers...	1416	1396	1407	1418	2823	568	581	575	548	1143	16	15	13	13	3	3	22	17	173	168	168	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Taylor....	776	824	798	814	1602	252	262	217	210	462	9	12	9	8	2	7	3	5	23	32	32	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Tucker....	1677	1694	1554	1494	3245	628	624	631	533	1161	30	18	30	35	17	12	9	28	86	93	93	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Tyler....	1585	1605	1551	1561	3136	610	640	612	551	1161	18	26	25	21	11	6	6	7	60	59	59	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Upshur....	2583	2702	2460	2594	5043	963	963	779	872	1835	71	71	68	71	3	3	1	1	15	7	7	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Wayne....	725	674	646	648	1373	229	242	203	191	420	8	4	3	3	1	1	1	1	1	1	1	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Webster....	2349	2442	2273	2116	4565	881	1021	698	712	1601	6	2	5	3	1	1	1	1	1	1	1	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Wetzel....	3290	3446	3276	3329	6619	1299	1329	1201	1084	2523	102	97	128	126	41	41	40	39	311	303	303	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Wood....	1227	1278	1219	1259	2486	463	450	385	430	893	3	3	3	3	1	1	1	1	1	1	1	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Wyoming...	9402	9680	9563	9741	19143	1354	1449	1261	1431	2805	10	17	10	12	1	2	2	1	23	32	32	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Wh'g Cy...	747	764	708	758	1469	254	257	258	231	540	69	69	66	71	22	23	20	24	177	174	174	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Wh'g Cy...	747	764	708	758	1469	254	257	258	231	540	69	69	66	71	22	23	20	24	177	174	174	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Wh'g Cy...	747	764	708	758	1469	254	257	258	231	540	69	69	66	71	22	23	20	24	177	174	174	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Wh'g Cy...	747	764	708	758	1469	254	257	258	231	540	69	69	66	71	22	23	20	24	177	174	174	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Wh'g Cy...	747	764	708	758	1469	254	257	258	231	540	69	69	66	71	22	23	20	24	177	174	174	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Wh'g Cy...	747	764	708	758	1469	254	257	258	231	540	69	69	66	71	22	23	20	24	177	174	174	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Wh'g Cy...	747	764	708	758	1469	254	257	258	231	540	69	69	66	71	22	23	20	24	177	174	174	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Wh'g Cy...	747	764	708	758	1469	254	257	258	231	540	69	69	66	71	22	23	20	24	177	174	174	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Wh'g Cy...	747	764	708	758	1469	254	257	258	231	540	69	69	66	71	22	23	20	24	177	174	174	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Wh'g Cy...	747	764	708	758	1469	254	257	258	231	540	69	69	66	71	22	23	20	24	177	174	174	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Wh'g Cy...	747	764	708	758	1469	254	257	258	231	540	69	69	66	71	22	23	20	24	177	174	174	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Wh'g Cy...	747	764	708	758	1469	254	257	258	231	540	69	69	66	71	22	23	20	24	177	174	174	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Wh'g Cy...	747	764	708	758	1469	254	257	258	231	540	69	69	66	71	22	23	20	24	177	174	174	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Wh'g Cy...	747	764	708	758	1469	254	257	258	231	540	69	69	66	71	22	23	20	24	177	174	174	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Wh'g Cy...	747	764	708	758	1469	254	257	258	231	540	69	69	66	71	22	23	20	24	177	174	174	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Wh'g Cy...	747	764	708	758	1469	254	257	258	231	540	69	69	66	71	22	23	20	24	177	174	174	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Wh'g Cy...	747	764	708	758	1469	254	257	258	231	540	69	69	66	71	22	23	20	24	177	174	174	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Wh'g Cy...	747	764	708	758	1469	254	257	258	231	540	69	69	66	71	22	23	20	24	177	174	174	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Wh'g Cy...	747	764	708	758	1469	254	257	258	231	540	69	69	66	71	22	23	20	24	177	174	174	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Wh'g Cy...	747	764	708	758	1469	254	257	258	231	540	69	69	66	71	22	23	20	24	177	174	174	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Wh'g Cy...	747	764	708	758	1469	254	257	258	231	540	69	69	66	71	22	23	20	24	177	174	174	1889	1890	1889	1890							

TABLE C.—Continued.

*Enrolment, Attendance and Discipline Showing the Increase or Decrease of the Respective Counties.*

COUNTIES.	TOTAL NUMBER OF PUPILS ENROLLED.													
	White.							Colored.						
	Male.			Female.			Total.	Male.			Female.			Total.
	1889	1890	1891	1889	1890	1891		1889	1890	1891	1889	1890	1891	
Barbour.....	1821	1925	1506	1589	1224	2651	3514	57	83	46	68	150	8434	240
Berkeley.....	1463	1402	1248	1082	901	2051	2146	141	157	135	138	276	2927	240
Boone.....	891	1091	791	1015	1780	3686	2106	8	20	10	18	18	1760	444
Braxton.....	2037	2207	1661	1780	1387	3068	3887	28	19	21	19	41	388	144
Brooke.....	708	706	669	691	1375	1375	1397	12	8	15	15	27	3742	283
Cabell.....	2224	1180	979	1618	1304	2922	2748	103	83	107	23	210	4122	18
Calhoun.....	1105	1300	1011	1162	1249	2361	2462	7	10	10	11	17	2133	1710
Cay.....	680	700	569	570	1239	1239	1270	5	4	5	8	10	3249	387
Doddridge.....	1902	1880	1635	1559	3537	3492	3492	190	221	278	352	463	3547	96
Fayette.....	2065	2259	1997	2153	4063	4334	4534	47	7	7	9	13	4525	440
Gilmer.....	1325	1291	1186	1243	2511	1487	1624	222	218	229	217	451	2511	86
Grant.....	794	1852	1653	790	1457	1457	1471	52	57	55	54	107	1384	126
Greenbrier.....	2182	2151	1875	1923	4057	4057	4071	87	75	60	74	147	4508	4
Hampshire.....	1447	1476	1113	1399	1266	1266	1343	81	85	82	87	163	2967	159
Hancock.....	658	659	638	684	1266	1266	1343	81	85	82	87	163	1296	47
Hardy.....	877	950	894	821	1681	1681	1711	87	75	60	74	147	1828	92
Harrison.....	3056	3522	2914	2946	5670	5670	5688	81	85	82	87	163	5833	47
Jackson.....	2971	2917	2730	2436	5721	5721	5888	17	24	12	12	29	5833	37
Jefferson.....	1249	1208	977	1044	2226	2226	2252	497	500	499	417	917	7750	381
Kanawha.....	4363	4373	3634	4321	7997	7997	8696	215	254	258	276	473	3222	53
Lewis.....	2162	2213	1830	1637	4082	4150	4150	16	18	26	26	42	8470	856
Lincoln.....	1600	1621	1548	1455	3143	3076	3076	72	8	8	9	12	4131	60
Logan.....	891	1339	848	1035	1839	1839	2374	3	3	3	3	9	3148	73
Marion.....	2706	2720	2451	2548	5157	5157	5308	19	18	18	14	37	1839	547
Martin.....	2543	2622	2338	2393	4881	4881	5015	11	11	15	16	26	5194	106
Marshall.....	3241	3180	2940	2949	6181	6159	6159	98	110	121	93	219	4907	135
Mason.....	1456	1695	1408	1576	2924	2871	347	85	150	112	157	197	6400	383
Mercer.....	1355	1278	1255	1485	2510	2510	2510	58	39	63	54	122	6362	457
Mineral.....	2347	2249	2127	1998	4174	4247	4247	17	17	18	18	35	3121	378
Monongalia.....	1748	1744	1403	1363	3151	3151	3151	126	120	112	119	238	2632	34
Monroe.....	849	908	735	773	1584	1584	1681	38	50	50	33	69	3389	29
Morgan.....	849	908	735	773	1584	1584	1681	38	50	50	33	69	3389	29
													1663	112

## COUNTIES.

## White.

## Colored.

## Total white and Colored.

## Increase.

## Decrease.



TABLE C.—Continued.  
*Enrolment, Attendance and Discipline Showing the Increase or Decrease of the Respective Counties.*

COUNTIES.	TOTAL NUMBER OF PUPILS ENROLLED.													
	White.							Colored.						
	Male.			Female.			Total.	Male.			Female.			Total.
	1889	1890		1889	1890			1889	1890		1889	1890		
McDowell	683	653	1220	470	1103	117		12		29		1144		76
Nicholas	1380	1489	1258	1319	2618	200		8		1		2618		200
Ohio	826	846	769	749	1535	23		13		1		1618		8
Pendleton	1275	1273	1104	1083	2379	236		15		21		2391		24
Pleasant	964	945	869	877	1833	1862		48		31		1833		29
Pocahontas	889	922	795	793	1684	1715		40		31		1797		84
Preston	2910	2832	2534	2522	5444	5454		10		5		5444		25
Putnam	1985	2447	1783	1941	3768	4388		31		28		4431		64
Raleigh	1438	1530	1167	1284	2625	2814		5		4		2823		188
Randolph	1511	1465	1250	1314	2779	9						2779		9
Richie	2457	2128	2162	2113	4619	441						4541		78
Roane	2760	2378	2050	2051	4810	4419						4429		19
Summers	1594	1646	1392	1531	2985	3177		108		188		3453		116
Taylor	1441	1457	1358	1384	2799	2836		54		54		2967		86
Tucker	1801	814	701	790	1502	1594		11		6		1613		94
Tyler	1800	1759	1403	1437	3203	3196		20		25		3196		7
Upshur	1825	1880	1541	1613	3393	3502		22		16		3406		145
Wayne	2625	3020	2245	2586	4870	5056		22		20		4912		772
Webster	726	625	562	562	1128	1187						1187		101
Wetzel	2298	2440	2006	2103	4394	4589						4394		55
Wood	1314	1287	1181	1262	2495	2449						2495		12
Wyoming	858	883	727	674	1603	1649						1649		152
Wheeling City	2891	2665	8765	2761	5949	5446						6117		568
Charleston City	446	701	429	519	875	1030						1332		182
Huntington City	1414	673	741	741	1414	1414						1596		1596
Marionburg City	604	590	573	694	1177	1284						1308		94
Totals	96,090	95,246	85,229	88,489	181,319	186,755		2,972		3,062		187,528		9,039



TABLE C.—Continued.  
Attendance, &c.

COUNTIES.	AVERAGE DAILY ATTENDANCE.													
	WHITE.					COLORED.					Grand Total.	Increase.	Decrease.	
	Male.		Female.		Total.	Male.		Female.		Total.				
	1889	1890	1889	1890		1889	1890	1889	1890					
Barbour.....	1307	1442	1025	1128	2332	2570	30	43	37	55	80	2387	2650	263
Berkeley.....	703	633	643	646	1346	1329	69	71	70	77	139	148	1485	1477
Boone.....	573	515	452	473	1025	988	6	6	7	11	13	19	1038	1007
Braxton.....	1269	1754	1076	1127	2345	2881	18	10	15	9	33	19	2378	2900
Brooke.....	451	423	463	452	914	875	6	6	5	8	18	13	932	888
Cabell.....	1420	969	1227	987	2647	1986	66	21	21	12	87	33	2734	3019
Calhoun.....	720	735	643	715	1363	1450	5	7	8	9	13	16	1376	1466
Clay.....	519	430	575	322	1094	752	2	3	2	7	4	10	1094	752
Doddridge.....	1245	1252	1098	1032	2343	2264	128	178	161	211	289	339	2774	3015
Fayette.....	1295	1348	1190	1328	2485	2576	6	6	6	6	12	12	1629	1415
Gilmer.....	816	687	713	716	1529	1403	28	21	25	26	53	47	1000	922
Grant.....	514	541	433	474	947	1015	130	137	119	249	262	283	2711	2611
Greenbrier.....	1365	1332	1217	1117	2582	2449	28	32	35	32	51	64	1863	1835
Hampshire.....	879	951	833	820	1712	1771	51	37	33	89	84	76	1138	929
Hancock.....	430	469	403	403	823	829	48	50	53	95	101	4317	4057	
Harley.....	590	569	484	516	1074	1085	15	15	7	6	18	21	3561	3978
Harrison.....	2220	2091	2002	1895	4222	3946	222	242	224	218	446	469	1776	1781
Harrison.....	1874	2283	1699	1674	3543	3956	197	227	187	258	334	48	5221	5436
Jackson.....	718	735	612	586	1330	1321	147	147	131	11	22	18	2927	2834
Jefferson.....	2490	2461	2397	2490	4887	4851	99	99	7	13	22	18	2927	2834
Kanawha.....	1537	1477	1348	1339	2885	2846	76	76	6	6	7	7	1765	1629
Lewis.....	856	750	849	879	1705	1629	12	13	12	10	24	23	1699	1294
Logan.....	518	706	451	581	969	1287	12	7	9	12	16	20	3639	3066
Marion.....	1923	1873	1690	1710	3613	3583	30	30	12	10	24	23	3639	3066
Marshall.....	1548	1566	1495	1566	3043	3092	7	8	9	12	16	20	3639	3066
Mason.....	2177	1988	1904	1956	4131	3973	62	66	72	89	142	122	1629	1855
Meyer.....	779	948	726	882	1505	1840	60	66	72	89	142	122	1629	1855
Mineral.....	844	890	801	874	1645	1764	31	24	37	36	68	60	1713	1824
Monongalia.....	1585	1612	1387	1384	2972	2946	10	9	11	9	21	18	2863	3014
Monroe.....	1191	1077	961	957	2152	2034	73	73	64	70	137	149	2289	2183
Morgan.....	479	533	424	490	903	1013	14	13	21	27	35	37	934	1075

TABLE C.—Continued.

Attendance, &amp;c.

COUNTIES.	AVERAGE DAILY ATTENDANCE.													
	WHITE.							COLORED.						
	Male.		Female.		Total.	Increase.	Decrease.	Male.		Female.		Total.	Grand Total.	
	1889	1890	1889	1890				1889	1890	1889	1890		1889	1890
McDowell.....	352	340	311	272	663	612	51	10	.....	.....	.....	14	663	.....
Nicholas.....	895	948	778	817	1673	1765	92	.....	.....	.....	.....	.....	1673	92
Ohio.....	486	483	500	480	986	960	20	7	.....	5	.....	12	988	18
Pendleton.....	843	831	689	697	1532	1528	4	8	9	13	17	21	1533	1
Pleasanton.....	670	606	610	550	1280	1156	124	.....	.....	.....	.....	.....	1280	124
Pocahontas.....	585	594	520	546	1115	1180	15	29	25	24	.....	53	1168	7
Preston.....	2096	1943	1657	1673	3753	3616	137	7	.....	.....	.....	11	3753	126
Putnam.....	1178	1144	1107	1080	2285	2224	61	22	20	15	16	37	2322	62
Raleigh.....	988	993	834	832	1824	1825	1	.....	4	.....	.....	8	1824	9
Randolph.....	892	878	770	770	1679	1648	31	.....	.....	.....	.....	.....	1679	31
Ritchie.....	1888	1610	1396	1408	3084	3018	66	.....	.....	.....	.....	.....	3084	66
Roane.....	1505	1404	1282	1267	2787	2671	116	.....	.....	.....	.....	.....	2787	116
Summers.....	1028	1075	894	981	1922	2056	134	115	101	139	110	254	2176	91
Taylor.....	968	1021	825	945	1783	1966	233	59	30	84	35	113	1790	235
Tucker.....	432	499	425	443	857	941	84	6	7	6	.....	12	869	84
Tyler.....	1250	1205	1038	968	2288	2173	115	.....	.....	.....	.....	.....	2288	115
Upshur.....	1226	1467	996	1082	2222	2549	327	11	14	10	19	33	2213	339
Wayne.....	1379	1341	1335	1259	2714	2600	114	13	4	13	11	26	2740	125
Webster.....	443	415	375	363	818	778	40	.....	.....	.....	.....	.....	818	40
Wetzel.....	1378	1517	1224	1325	2692	2842	240	.....	.....	.....	.....	.....	2692	240
Wirt.....	942	899	847	786	1789	1595	194	54	67	57	94	141	1789	194
Wood.....	2163	2271	2204	2101	4367	4472	105	9	.....	12	.....	.....	4378	115
Wyoming.....	498	430	376	374	874	761	113	.....	.....	.....	.....	.....	895	134
Wyoming City.....	1810	1817	1948	1972	3758	3789	31	62	60	74	71	139	3894	36
Charleston City.....	317	347	310	343	627	690	63	70	83	56	103	159	783	108
Huntington City.....	.....	422	.....	415	857	837	20	35	45	31	29	66	979	945
Martinsburg City.....	471	407	442	.....	913	888	.....	.....	.....	.....	.....	74	979	17
Totals.....	61,308	61,930	55,635	55,781	116,401	117,711	4,692	1,794	1,900	1,835	2,089	3,589	119,994	3,474

TABLE C.—Continued.  
Attendance, Enrolment, &c.

COUNTIES.	Per Centage of Attendance.						Pupils enrolled 16 years of age and over.				Pupils Enrolled First Time.				Cases of Tardiness.			
	Per cent. of enrolment based on enumeration.		Per cent. of attendance based on enumeration.		Per cent. of enrolment based on enumeration.		White and Colored.		White and Colored.		White and Colored.		White and Colored.		White and Colored.		White and Colored.	
	1889		1890		1889		Male.		Female.		Male.		Female.		Male.		Female.	
	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Barbour.....	74	81	70	72	52	58	322	316	196	212	220	139	192	130	1,294	951	772	672
Berkeley.....	73	73	51	51	37	37	198	234	141	130	143	140	175	170	3,161	3,033	2,320	2,240
Boone.....	68	77	61	47	41	86	76	114	46	136	70	204	56	177	.....	95	.....	31
Braxton.....	70	75	61	72	48	51	332	356	219	204	180	235	187	228	1,826	1,826	1,066	1,305
Brooke.....	68	69	69	63	44	43	59	64	53	81	60	99	73	112	1,835	1,934	2,009	1,195
Cabell.....	69	69	61	72	42	44	294	252	178	168	261	302	223	253	2,892	1,550	2,748	1,217
Calhoun.....	72	76	65	72	47	45	162	196	166	159	88	117	77	106	286	537	296	344
Clay.....	68	71	88	59	59	42	152	99	68	64	53	69	34	65	243	277	87	231
Dodridge.....	78	74	66	66	51	49	418	304	252	209	176	167	253	141	2,176	3,661	1,750	3,319
Fayette.....	69	74	61	61	43	45	155	241	154	215	206	273	205	221	4,463	3,455	3,478	2,591
Gilmer.....	72	71	61	55	44	39	118	266	77	154	125	88	109	97	1,328	917	899	530
Grant.....	72	69	63	62	46	43	183	176	129	116	51	62	58	71	519	838	307	661
Greenbrier.....	72	77	70	64	50	50	419	332	315	290	255	248	210	212	2,157	2,063	1,833	2,255
Hancock.....	80	75	64	69	51	52	55	53	59	49	30	95	24	80	3,834	3,889	4,079	5,213
Harrison.....	69	70	63	60	44	43	228	170	161	168	95	80	80	96	565	565	711	623
Jackson.....	83	74	62	73	51	54	604	530	408	338	212	209	208	301	6,527	8,278	5,463	7,283
Jefferson.....	58	55	55	56	32	33	130	128	78	121	187	211	204	243	3,621	3,124	3,841	2,841
Kanawha.....	69	72	62	58	42	42	178	381	175	175	186	379	420	407	1,517	369	2,129	1,609
Lewis.....	79	79	71	67	46	53	447	458	320	338	218	178	226	173	2,585	2,280	2,418	2,248
Lincoln.....	75	72	54	53	40	38	176	150	151	134	227	157	167	150	.....	233	.....	225
Logan.....	44	61	54	54	24	33	95	188	80	112	114	101	101	173	103	463	99	155
Marion.....	77	77	70	68	54	52	495	439	362	337	253	249	229	258	2,724	3,210	2,954	2,286
Marshall.....	71	72	62	62	44	44	353	310	292	211	187	265	201	269	6,349	10,065	5,580	9,732
Mason.....	77	75	67	64	52	48	413	439	319	330	297	264	320	307	1,888	330	1,919	310
Meer.....	67	70	52	55	35	39	217	350	176	310	169	321	162	302	829	194	500	172
Mineral.....	68	69	65	68	44	47	196	180	171	145	115	175	142	172	3,757	2,817	3,600	2,244
Monongalia.....	87	82	68	70	58	57	481	412	316	325	250	204	236	234	2,189	900	1,707	1,068
Monroe.....	75	73	68	65	47	47	313	311	229	217	163	131	151	113	1,086	1,669	1,707	738
Morgan.....	71	73	57	61	40	44	149	156	94	130	72	102	63	92	1,987	484	744	406

TABLE C—Continued.

*Attendance, Enrolment, &c.*

COUNTIES.	Per Centage of Attendance.						Pupils Enrolled 16 Years of Age and Over.						Pupils Enrolled First Time.						Cases of Tardiness.										
	Per cent. of enrollment based on enumeration.			Per cent. of attendance based on enumeration.			Male.		Female.		White and Colored.		Male.		Female.		White and Colored.		Male.		Female.		White and Colored.		Male.		Female.		
	1889			1890			1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
	1889	1890	1890	1889	1890	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
McDowell	65	54	51	65	55	35	59	49	23	21	30	48	34	42	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Nicholas	76	79	64	63	49	41	238	220	185	109	164	104	143	109	1,279	2,352	933	2,702	3,449	2,300	2,703	.....	.....	.....	.....	.....	.....	.....	
Ohio	67	66	62	61	41	40	42	28	38	63	72	106	89	106	3,043	3,449	852	2,173	3,449	2,687	2,173	.....	.....	.....	.....	.....	.....	.....	
Pendleton	75	74	64	65	48	43	290	141	190	182	153	130	133	.....	1,444	2,687	1,528	2,187	1,640	2,687	1,528	2,187	.....	.....	.....	.....	.....	.....	
Pleasant	72	71	70	62	51	44	133	141	121	102	94	116	78	97	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Pocahontas	73	75	66	65	48	49	107	105	80	80	77	84	93	91	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Preston	77	78	69	66	53	52	507	536	374	252	281	246	27	.....	3,692	5,816	186	3,515	3,692	5,816	186	3,515	.....	.....	.....	.....	.....	.....	
Putnam	79	85	61	51	48	44	201	238	172	196	159	211	147	178	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Raleigh	76	59	60	65	53	50	244	262	197	196	196	152	157	163	1,355	1,355	203	914	1,355	1,355	203	914	.....	.....	.....	.....	.....	.....	
Randolph	71	66	61	59	43	39	257	221	164	171	140	131	134	144	1,033	972	782	1,554	1,033	972	782	1,554	.....	.....	.....	.....	.....	.....	
Ritchie	78	77	67	66	52	51	573	330	427	221	173	141	156	220	4,725	6,568	3,445	6,266	4,725	6,568	3,445	6,266	.....	.....	.....	.....	.....	.....	
Roane	75	75	65	66	49	47	458	344	270	218	192	141	197	163	3,355	5,777	319	3,357	3,355	5,777	319	3,357	.....	.....	.....	.....	.....	.....	
Summers	70	72	62	69	43	49	245	315	203	22	74	141	100	182	8,000	10,025	521	1,397	8,000	10,025	521	1,397	.....	.....	.....	.....	.....	.....	
Taylor	72	75	57	61	41	44	180	118	90	75	84	105	89	114	3,201	3,201	2,524	1,645	3,201	3,201	2,524	1,645	.....	.....	.....	.....	.....	.....	
Tucker	73	71	71	68	52	50	320	377	193	238	119	105	105	133	8,000	8,000	641	1,645	8,000	8,000	641	1,645	.....	.....	.....	.....	.....	.....	
Unshar	78	80	68	73	52	58	366	333	212	238	140	147	129	133	3,972	4,152	448	2,216	3,972	4,152	448	2,216	.....	.....	.....	.....	.....	.....	
Wayne	73	79	56	48	41	36	239	373	148	246	223	272	243	.....	4,871	7,220	845	5,991	4,871	7,220	845	5,991	.....	.....	.....	.....	.....	.....	
Webster	71	67	61	66	45	41	209	350	217	75	88	64	71	56	1,433	1,433	370	1,773	1,433	1,433	370	1,773	.....	.....	.....	.....	.....	.....	
Wetzel	69	72	60	63	42	45	340	350	27	240	208	216	186	177	997	997	1,540	1,899	997	997	1,540	1,899	.....	.....	.....	.....	.....	.....	
Wood	76	74	72	63	54	46	210	210	151	151	130	109	125	125	2,849	2,849	2,856	2,701	2,849	2,856	2,701	2,856	.....	.....	.....	.....	.....	.....	
Wooling	74	72	65	67	48	48	375	400	321	381	318	360	298	383	10,111	8,755	10,111	8,755	10,111	8,755	10,111	8,755	.....	.....	.....	.....	.....	.....	
Woods	71	60	52	49	37	29	210	120	73	73	140	94	115	94	19	19	22	1,474	1,474	22	22	1,474	22	.....	.....	.....	.....	.....	.....
Wheeling City	62	62	53	64	70	39	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Charleston City	65	69	67	66	44	45	22	27	27	48	80	80	80	96	5,800	5,800	1,474	1,474	5,800	5,800	1,474	1,474	.....	.....	.....	.....	.....	.....	
Huntington City	61	64	75	69	48	44	.....	.....	.....	.....	.....	.....	.....	.....	2,571	2,571	1,945	1,945	2,571	2,571	1,945	1,945	.....	.....	.....	.....	.....	.....	
Marlinton City	72	72	64	63	46	46	14,100	14,078	10,301	10,355	9,168	10,071	8843	9859	114,439	131,399	101,716	111,881	114,439	131,399	101,716	111,881	.....	.....	.....	.....	.....	.....	
Totals	72	72	64	63	46	46	14,100	14,078	10,301	10,355	9,168	10,071	8843	9859	114,439	131,399	101,716	111,881	114,439	131,399	101,716	111,881	.....	.....	.....	.....	.....	.....	

TABLE C.—Continued.

Cases of Truancy, Suspension and Dismission, Corporal Punishment, &amp;c.

COUNTIES.	Cases of Truancy.				Cases of Suspension and Dismission.				Cases of Corporal Punishment.				Pupils neither Absent nor Tardy.				Average Age.			
	White and Colored		White and Colored.		White and Colored.		White and Colored.		White and Colored.		White and Colored.		White and Colored.		White and Colored.		White and Colored.		White and Colored.	
	Male.		Female.		Male.		Female.		Male.		Female.		Male.		Female.		Male.		Female.	
	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Barbour.....	10	13	20	20	6	6	74	34	4	117	79	101	86	11	40	11	11	80	11	11
Bartley.....	24	21	13	2	1	7	179	247	63	104	72	11	69	12	11	11	11	10	10	10
Boone.....	7	8	1	1	1	1	135	129	10	16	18	13	20	20	10	50	11	11	20	10
Braxton.....	81	8	47	1	3	3	219	74	67	82	89	90	95	11	11	11	11	11	11	11
Brooks.....	30	64	6	6	2	3	275	210	101	67	235	47	39	70	11	10	11	40	10	11
Cabell.....	28	12	7	9	7	3	291	189	114	114	102	72	136	68	11	10	10	86	11	10
Calhoun.....	4	72	22	60	2	2	355	147	11	71	32	24	30	41	11	80	12	11	11	10
Clay.....	21	12	4	2	1	1	45	56	26	80	39	9	21	13	10	12	20	10	12	20
Doddridge.....	1	14	17	80	1	3	89	177	59	57	126	71	144	96	11	12	11	11	11	11
Fayette.....	80	125	17	80	1	1	678	612	352	352	62	103	65	146	10	40	10	25	10	10
Fleming.....	213	17	238	2	2	4	140	59	39	6	111	30	98	24	10	48	11	70	10	22
Grant.....	15	3	2	1	1	2	33	67	19	28	38	11	31	76	11	11	11	11	11	11
Greenbrier.....	40	10	17	12	5	3	263	191	103	70	47	77	52	76	11	30	10	50	11	50
Hampshire.....	28	6	11	1	1	10	38	80	9	7	67	49	64	43	11	49	11	48	11	59
Hancock.....	7	11	1	2	4	2	34	81	11	11	4	18	15	19	11	11	11	11	11	11
Hardy.....	7	11	1	1	1	1	63	71	23	21	24	25	107	182	11	12	11	50	11	50
Harrison.....	55	42	4	2	4	4	231	196	49	39	157	107	182	114	12	12	11	50	11	50
Jackson.....	42	46	23	23	7	2	267	238	44	69	142	84	161	98	11	12	11	11	11	11
Jefferson.....	17	8	9	31	2	1	106	180	35	89	18	46	19	40	11	11	11	11	11	11
Kanawha.....	67	39	9	81	2	13	454	623	250	215	75	106	94	86	11	11	11	11	11	11
Kearney.....	127	13	73	3	12	4	133	176	34	34	102	103	92	94	11	50	12	11	12	11
Lewis.....	10	10	2	2	1	2	217	303	115	163	39	30	91	58	10	10	10	10	10	10
Lincoln.....	3	8	4	6	13	13	37	18	24	9	29	107	22	73	11	11	10	10	10	10
Logan.....	38	16	26	6	13	11	569	224	51	74	155	144	157	166	11	40	12	11	11	11
Marion.....	47	41	15	8	3	12	245	124	28	36	104	41	125	39	11	50	11	11	11	11
Mason.....	33	46	22	36	1	13	245	225	253	67	19	150	11	147	10	78	11	11	11	11
Mercer.....	7	4	5	3	1	1	170	127	99	36	46	67	52	53	11	40	11	11	11	11
Mineral.....	67	65	14	19	13	23	366	216	90	40	62	46	57	57	11	11	11	11	11	11
Monongalia.....	176	15	2	2	4	1	135	132	23	39	142	101	149	121	12	12	11	11	11	11

**TABLE C.—Continued.—Cases of Truancy, &c.**

COUNTIES.	Cases of Truancy.			Cases of Suspension and Dismission.			Cases of Corporal Punishment.			Pupils neither Absent nor tardy.			Average Age.			
	White and Colored.			White and Colored.			White and Colored.			White and Colored.			White and Colored.			
	Male.	Female.		Male.	Female.		Male.	Female.		Male.	Female.		Male.	Female.		
Monroe.....	13	16	5	7	.....	.....	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Morgan.....	7	18	4	.....	.....	.....	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
McDowell.....	.....	.....	.....	.....	.....	.....	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Nichols.....	8	6	1	2	.....	.....	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Ohio.....	3	1	.....	.....	.....	.....	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Pendleton.....	3	17	.....	.....	.....	.....	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Penn.....	6	45	.....	.....	.....	.....	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Pleasanton.....	.....	.....	.....	.....	.....	.....	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Pocahontas.....	.....	.....	.....	.....	.....	.....	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Preston.....	46	29	38	2	.....	.....	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Putnam.....	16	9	7	.....	.....	.....	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Raleigh.....	5	14	.....	.....	.....	.....	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Randolph.....	2	98	.....	.....	.....	.....	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Richie.....	42	4	5	.....	.....	.....	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Ross.....	19	109	.....	.....	.....	.....	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Sumner.....	8	6	16	.....	.....	.....	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Taylor.....	42	34	.....	.....	.....	.....	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Tucker.....	14	16	3	8	.....	.....	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Tyler.....	7	18	2	.....	.....	.....	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Upshur.....	81	8	11	.....	.....	.....	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Wayne.....	39	122	12	47	.....	.....	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Webster.....	.....	.....	.....	.....	.....	.....	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Wetzel.....	19	10	.....	.....	.....	.....	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Wirt.....	183	198	57	81	.....	.....	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Wood.....	.....	.....	.....	.....	.....	.....	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Wyoming City.....	15	14	.....	.....	.....	.....	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Wheeler.....	1,444	1,444	.....	.....	.....	.....	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Wheeling City.....	83	40	.....	.....	.....	.....	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Charleston.....	.....	.....	.....	.....	.....	.....	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Huntington City.....	.....	.....	.....	.....	.....	.....	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Martinsburg City.....	36	.....	.....	.....	.....	.....	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Totals.....	3,100	1,728	2,255	914	108	280	69	107	10,703	11,436	3,935	3,566	4,896	4,169	5,089	4,111

TABLE C.—Continued.

*Work of the Pupils; Studies Pursued; Number in Each, White and Colored, at the Close of the Term or When the Pupil Left School.*

COUNTIES.	Spelling.		First Reader.		Second Reader.		Third Reader.		Fourth Reader.		Fifth Reader.		Sixth Reader.		Writing.		Geography.		Language Lessons.	
	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Barbour.....	2,009	2,965	505	517	402	434	454	421	501	557	485	588	127	124	2,447	3,049	450	813	938	641
Berkeley.....	1,880	2,145	455	399	320	373	291	318	351	397	446	476	173	160	1,793	2,129	882	961	879	449
Boone.....	1,604	1,895	294	327	215	247	220	224	270	183	231	191	85	158	97	925	305	240	64	75
Bracon.....	8,201	8,429	470	525	371	399	386	455	450	478	483	489	181	158	2,088	1,967	615	636	228	346
Brooks.....	944	2,009	203	173	172	135	127	204	253	187	142	119	13	527	921	833	514	608	267	621
Cabell.....	3,387	2,890	684	439	525	829	438	340	466	429	508	391	84	68	2,354	1,872	967	651	810	172
Calhoun.....	1,675	1,978	258	340	273	237	232	225	244	293	377	323	283	82	589	969	248	208	54	125
Clay.....	1,000	838	280	205	182	137	179	118	170	129	148	122	26	5	546	436	134	173	67	84
Doddridge.....	2,868	2,967	419	474	361	351	388	351	469	487	619	665	307	283	2,002	1,708	623	601	229	340
Fayette.....	8,259	3,419	710	834	544	648	471	638	552	527	573	552	118	181	2,395	1,090	1,161	288	288	369
Gilmer.....	2,133	2,173	423	375	348	313	271	315	329	396	438	410	144	83	978	1,062	540	516	85	166
Grant.....	1,150	1,315	228	297	162	183	154	192	201	196	244	289	175	150	1,072	1,106	459	402	172	228
Hampshire.....	3,734	4,013	597	605	512	535	536	519	633	607	652	614	150	100	3,258	3,428	1,507	1,378	986	937
Hancock.....	2,553	2,422	323	409	301	346	335	328	383	317	467	384	210	123	1,884	2,116	812	832	289	243
Hardy.....	1,975	1,713	155	173	102	137	108	138	146	154	173	206	156	159	1,623	703	438	426	4	74
Harrison.....	1,212	1,229	256	209	186	208	192	187	188	192	279	224	183	156	1,348	1,081	412	388	192	164
Jackson.....	4,908	4,872	707	705	613	689	637	554	818	795	895	788	791	601	3,663	3,363	1,553	1,472	516	584
Jefferson.....	4,039	4,341	551	623	317	1,147	438	381	312	330	231	148	504	5	2,347	2,915	721	1,105	68	483
Kanawha.....	1,839	2,138	582	566	362	362	362	381	312	330	231	148	504	5	2,347	2,915	721	1,105	68	483
Keokuk.....	5,161	5,989	1,109	1,423	792	947	807	971	752	734	232	218	274	274	2,650	4,069	1,355	1,805	896	957
Lewis.....	3,498	3,065	489	518	376	392	400	430	518	527	652	731	579	531	2,027	2,170	862	895	201	234
Lincoln.....	2,147	2,235	324	437	271	271	302	300	221	268	387	397	18	14	774	839	310	373	4	128
Logan.....	1,278	1,743	225	322	246	271	256	295	220	22	251	190	257	61	575	983	218	467	1	201
Marion.....	4,553	4,393	803	822	638	716	690	577	743	833	719	874	241	222	3,546	3,618	1,585	1,623	778	956
Marshall.....	3,919	4,204	728	638	605	694	595	796	784	978	903	130	163	163	3,631	3,933	1,036	1,636	1,553	1,553
Mason.....	4,970	3,945	841	918	653	721	633	778	818	940	1,082	281	190	3	3,471	3,436	1,512	1,532	462	561
Meigs.....	1,938	2,511	347	415	283	384	354	353	353	353	229	319	66	47	894	1,205	450	542	99	39
Mineral.....	1,900	2,511	357	393	319	319	392	382	431	318	453	340	76	115	1,936	2,079	964	1,071	490	588
Monongalia.....	3,635	3,901	692	625	547	541	532	577	655	487	805	795	129	129	3,278	3,585	1,496	1,501	662	444
Monroe.....	2,809	2,651	450	440	363	455	358	379	487	411	446	447	158	66	2,008	1,980	958	911	181	191
Morgan.....	1,103	1,816	186	230	170	201	190	161	239	221	245	259	115	82	1,275	1,274	403	495	344	175
McDowell.....	952	681	217	195	163	147	139	153	65	93	103	75	26	59	233	189	65	107	10	23
Nicholas.....	2,075	2,940	374	428	304	345	282	324	391	437	418	448	105	59	971	1,350	388	467	87	61



TABLE O.—Continued.

*Work of the Pupils; Studies Pursued; Number in Each, White and Colored, at the Close of the Term, or When the Pupil Left School.*

COUNTIES.	Spelling.		First Reader.		Second Reader.		Third Reader.		Fourth Reader.		Fifth Reader.		Sixth Reader.		Writing.		Geography.		Language Lessons.	
	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Ohio.....	1,212	1,196	263	199	198	197	221	175	208	218	242	250	37	21	1,225	1,182	549	505	312	216
Pendleton.....	1,417	1,457	211	283	199	207	184	177	277	271	376	376	400	396	1,356	1,411	480	524	133	208
Pleasant.....	1,473	1,531	297	283	215	207	213	224	222	259	267	243	134	161	1,178	1,111	429	373	191	211
Pocahontas.....	1,241	1,303	291	180	157	184	175	174	208	220	273	276	78	59	834	947	308	458	38	85
Preston.....	4,585	4,665	827	913	630	670	698	672	710	782	947	854	413	554	4,042	4,214	1,207	1,336	763	962
Putnam.....	2,909	3,013	439	460	376	378	347	427	463	434	545	502	186	247	1,572	1,381	644	605	41	181
Raleigh.....	2,194	2,246	416	318	601	332	453	357	463	355	391	376	82	62	1,041	1,144	560	602	211	92
Randolph.....	2,326	2,313	420	484	370	338	338	358	404	412	380	395	237	50	1,926	1,990	616	702	539	577
Ritchie.....	3,838	3,587	678	695	523	568	554	537	788	719	835	893	213	136	3,272	3,070	1,252	1,045	508	471
Roane.....	3,931	3,518	784	913	473	530	525	569	603	565	630	625	164	200	2,443	2,342	687	738	75	557
Summers.....	2,516	2,600	419	397	362	345	393	316	381	384	254	230	14	35	1,460	1,359	648	651	60	139
Taylor.....	2,325	2,736	395	393	335	378	353	438	406	476	390	290	244	70	1,846	2,277	796	1,092	571	543
Tucker.....	1,088	1,153	216	219	145	169	152	189	154	184	179	169	52	68	665	801	194	246	155	121
Tyler.....	2,864	2,895	473	443	356	332	393	334	567	462	616	455	298	312	2,443	2,355	9-7	881	224	206
Upshur.....	2,757	3,099	405	493	343	372	397	389	483	538	518	537	268	254	1,626	1,970	702	840	316	371
Wayne.....	4,008	4,385	1,327	725	620	545	462	605	6-6	612	654	636	332	136	1,575	1,627	810	881	134	167
Webster.....	1,104	1,003	249	442	168	157	173	145	118	125	122	132	46	48	585	532	179	234	110	163
Wirt.....	2,451	3,883	730	410	517	408	374	270	397	494	315	620	36	94	2,005	2,092	523	606	91	346
Wood.....	2,044	2,078	319	318	247	290	274	275	297	375	462	388	166	161	1,590	1,297	568	537	144	88
Wyoming.....	5,038	4,986	1,069	1,900	782	711	785	734	1,010	1,053	943	1,036	345	378	4,574	4,432	1,604	1,867	1,359	944
Wheeling City.....	1,172	1,164	281	150	258	140	126	201	114	147	97	157	12	6	5,857	5,699	1,698	1,704	1,019	1,050
Charleston City.....	5,887	5,609	811	775	869	880	1,019	1,025	1,062	1,090	549	550	.....	15	1,173	1,282	430	220	833	997
Huntington City.....	1,173	1,322	173	187	135	135	110	139	203	253	192	186	.....	91	1,505	1,505	211	211	.....	1,505
Martinsburg City.....	1,200	1,505	155	218	217	182	227	205	274	257	81	66	75	94	1,148	1,237	549	483	379	587
Totals.....	45,489	45,151	8,767	27,257	27,857	21,814	21,822	20,963	21,829	24,083	25,556	25,851	9,714	9,406	107,495	113,212	42,827	44,971	19,871	23,103







TABLE D.

*Number and Grade of Schools.*

COUNTIES.	High.		Graded.				Common.				Total.				Grand Total.	
			White.		Color'd		White.		Color'd		White.		Color'd			
	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Barbour.....			1	1			85	87	4	5	86	88	4	5	90	93
Berkeley.....			2	2			53	53	8	8	55	55	8	8	63	63
Boone.....							50	57	1	1	56	57	1	1	57	58
Braxton.....			2				104	109	3	2	106	109	3	2	109	111
Brooke.....	2	2	12	13			25	25	2	2	29	30	2	2	41	42
Cabell.....	1		3	1			76	78	4	3	80	79	4	3	84	82
Calhoun.....							56	60	1	1	56	60	1	1	57	61
Clay.....							26	39	1		26	39			26	39
Doddridge.....			1	2		1	83	90	1		84	92	1	1	85	93
Fayette.....			4		1		123	134	13	16	127	134	14	16	141	150
Gilmer.....							76	76	1	1	76	76	1	1	77	77
Grant.....			1	1			56	57	3	3	57	58	3	3	60	61
Greenbrier.....			2	2	2	2	128	137	11	12	130	139	12	14	143	153
Hampshire.....					2		99	100	2	2	99	102	2	3	101	105
Hancock.....			1	1			22	22			23	23			23	23
Hardy.....					1		67	69	5	5	67	70	5	5	72	75
Harrison.....			2	9	1	1	139	136	3	2	141	145	4	3	145	148
Jackson.....			2	5			148	145	2	2	150	150	2	2	152	152
Jefferson.....			4	6	1	1	34	31	14	14	38	37	15	15	63	62
Kanawha.....			5	1			174	190	17	17	179	191	17	18	196	209
Lewis.....			1	1	1		113	116		1	114	117	1	1	115	118
Lincoln.....							79	82			79	82			79	82
Logan.....							78	91	1	1	78	91	1	1	79	92
Marion.....	1	1	9	9			124	114	1	1	124	124	1	1	125	125
Marshall.....			5	5			100	100	1	1	105	105	1	1	106	106
Mason.....			7	7	2		128	126	6	4	135	133	8	4	143	137
Mercer.....							98	96	8	8	98	96	8	8	106	104
Mineral.....			5	6			50	51	3	3	55	57	3	3	58	60
Monongalia.....	1	1		2			104	105	1	1	105	108	1	1	106	109
Monroe.....							107	106	8	7	107	106	8	7	115	113
Morgan.....			2	2			34	34	2	3	36	36	2	3	38	39
McDowell.....							48	45		1	48	45		1	48	46
Nicholas.....							80	84			80	84			80	84
Ohio.....			4	4			31	31	1	2	35	35	1	2	36	37
Pendleton.....							80	81	2	2	80	81	2	2	82	83
Pleasants.....			1	1			43	42			43	43			43	43
Pocahontas.....							67	69		3	67	69		4	71	72
Preston.....	1	1	8				152	137	2	1	153	146	2	1	155	147
Putnam.....			5	5			92	95	2	2	97	100	2	2	99	102
Raleigh.....							101	105	1	1	101	104	1	1	102	105
Randolph.....							92	91			92	91			92	91
Ritchie.....			2	6			123	119			124	123			124	125
Roane.....			1				112	115			113	115			113	115
Summers.....	1	1					99	102	9	8	100	103	9	8	109	111
Taylor.....			6	7			47	47	4	3	53	54	4	3	57	57
Tucker.....			1	2			51	48	1	1	52	50	1	1	53	51
Tyler.....			2	2			82	83			84	85			84	85
Upshur.....			1	3	12		88	89		2	91	102		2	91	104
Wayne.....			1	1			121	124	2	1	122	125	2	1	124	126
Webster.....							57	57			57	57			57	57
Wetzel.....			1	4			106	112			110	113			110	113
Wirt.....			2	3			60	58			62	61			62	61
Wood.....	1	1	11	11	1	1	116	116			128	128	1	1	129	129
Wyoming.....							65	65		1	65	65		1	65	66
Wheeling City.....	8										8	8			8	8
Charleston City.....	1	1	2			2					3	3		2	3	5
Huntington City.....	1	1	2								3	3		1	4	4
Martinsburg City.....	1	1	4	4	1	1			1		5	5	1	1	6	6
Totals.....	17	20	120	149	10	12	4567	4630	154	154	4704	4790	164	166	4868	4965

TABLE E.

*Number of Teachers Employed, Divided as to Race and sex.*

COUNTIES.	WHITE.				COLORED.				TOTAL.				Grand Total.	
	Male.		Female		Male.		Female		Male.		Female		1889	1890
	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890		
Barbour	66	69	23	23	2	3	1	1	68	72	24	24	92	96
Berkeley	40	35	29	28	5	6	7	2	45	41	27	28	72	69
Boone	49	38	7	18			1	1	49	38	8	19	57	57
Braxton	77	86	32	26	3	2			80	88	32	26	112	114
Brooke	11	10	32	31	1				12	40	32	31	44	41
Cabell	57	52	50	36	4	2	2	1	60	54	52	37	112	91
Calhoun	45	39	11	21	1	1			46	40	11	21	57	61
Clay	26	32	11	7					26	32	11	7	37	39
Doddridge	64	66	25	28				1	64	66	25	29	89	95
Fayette	91	78	48	60	8	7	7	7	99	85	55	67	154	152
Gilmer	63	56	14	21			1	1	63	56	15	22	78	78
Grant	40	39	16	17		1	3	1	40	40	19	18	59	58
Greenbrier	91	89	49	53	12	11	4	5	103	100	53	58	156	158
Hampshire	71	74	35	34	1	1	2	2	72	75	37	36	109	111
Hancock	15	12	17	21					15	12	17	21	32	33
Hardy	48	52	20	19	3		2	5	51	52	22	24	73	76
Harrison	107	103	65	73	1	1	3	3	108	104	69	76	177	180
Harrison	136	121	34	41	1	1	1	1	137	122	35	42	162	164
Jefferson	22	22	24	25	13	15	3	2	35	37	27	27	62	64
Kanawha	128	134	76	74	8	7	10	12	136	141	86	89	222	229
Lewis	90	94	32	34	1	1			91	95	32	34	123	129
Lincoln	53	48	27	35					53	48	27	35	80	83
Logan	48	72	8	13	1	1			49	73	8	13	57	86
Marion	97	98	48	47					97	98	48	47	145	145
Marshall	62	67	60	56					62	67	60	56	122	123
Mason	99	94	67	74	3	3	3	3	102	95	70	77	172	172
Mercer	64	57	34	39	6	5	2	3	70	62	36	42	106	104
Mineral	28	26	46	52	1	2	1	1	29	28	47	53	76	81
Monongalia	76	78	35	38	1	1			77	79	35	38	112	117
Monroe	78	73	29	34	6	7	2	1	84	80	31	35	115	115
Morgan	28	30	14	13	1	1	1	2	29	31	15	15	44	46
McDowell	44	41	4	4					44	42	4	4	48	46
Nicholas	62	65	18	20					62	65	18	20	80	85
Ohio	12	18	31	27					12	18	31	27	43	45
Pendleton	66	63	14	17	1	1			67	64	14	17	81	81
Pleasants	30	33	15	12					30	33	15	12	45	45
Pocahontas	44	40	23	29	4	8			48	43	23	29	71	72
Preston	103	108	57	56	1			1	104	108	57	57	161	165
Putnam	64	68	40	41		1	2	1	64	69	42	42	106	111
Raleigh	82	86	19	18		1	1		82	87	20	18	102	105
Randolph	54	62	38	31					54	62	38	31	92	93
Ritchie	68	69	63	63					68	69	63	63	131	134
Roane	93	104	21	12					93	104	21	12	114	116
Summers	64	83	15	23	2	5	6	5	66	88	22	28	88	116
Taylor	50	46	25	30			1	1	50	46	26	31	76	77
Tucker	39	42	13	11			1	1	39	42	14	12	53	54
Tyler	60	60	29	30					60	60	29	30	89	90
Upshur	68	64	31	38		1			68	65	31	38	99	103
Wayne	82	88	36	44		1	2		82	89	38	44	120	133
Webster	46	38	11	13					46	38	11	13	57	54
Wetzel	76	81	36	40					76	81	36	40	112	121
Wirt	33	35	35	32					33	35	35	32	68	67
Wood	71	78	91	85	2	1	4	4	73	74	95	89	168	163
Wyoming	63	57	2	2		1			64	57	2	2	66	59
Wheeling City	5	5	106	107	1	1	4	4	6	6	110	111	116	117
Charleston City	2	2	17	18	2	4	4	2	4	6	21	20	25	26
Huntington City	2	2		26		2			1		27		31	
Martinsburg City	5	5	15	15	2	2			7	7	15	15	22	22
Totals	3346	3380	1815	1933	98	103	82	75	3444	3483	1897	2008	5341	5491

TABLE E.—Continued.

*Number of Teachers Employed Divided According to Grade of Certificate and Sex.*

COUNTIES.	Number One.				Number Two.				Number Three.			
	Male.		Female.		Male.		Female.		Male.		Female.	
	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Barbour.....	50	56	17	19	18	15	6	5	.....	1	1	.....
Berkeley.....	42	36	20	24	3	4	2	4	.....	1	.....	.....
Boone.....	25	24	7	15	20	14	.....	1	4	2	.....	1
Braxton.....	55	62	19	14	20	21	12	12	5	5	1	.....
Brooke.....	11	9	23	27	.....	.....	9	4	1	1	.....	.....
Cabell.....	49	46	32	26	11	8	20	11	.....	.....	.....	.....
Calhoun.....	31	33	5	9	9	6	4	7	5	2	3	4
Clay.....	24	27	7	5	1	5	5	.....	1	1	.....	1
Doddridge.....	32	31	8	6	25	21	14	7	7	14	3	16
Fayette.....	67	66	32	46	30	21	21	16	2	.....	2	3
Gilmer.....	57	51	10	20	5	4	4	1	1	1	1	1
Grant.....	24	21	4	5	16	13	11	9	1	6	4	4
Greenbrier.....	71	76	41	41	26	20	11	17	6	4	1	.....
Hampshire.....	31	41	14	18	31	31	23	20	6	3	4	8
Hancock.....	13	11	14	12	1	.....	4	8	.....	.....	.....	2
Hardy.....	26	35	18	17	19	10	2	3	7	7	2	4
Harrison.....	99	101	59	71	9	2	10	3	.....	1	.....	2
Jackson.....	100	79	26	24	25	31	6	10	2	12	2	8
Jefferson.....	32	35	28	26	3	2	1	1	.....	.....	.....	.....
Kanawha.....	126	133	54	66	10	11	28	17	.....	.....	2	.....
Lewis.....	68	92	24	22	21	7	5	7	2	1	3	.....
Lincoln.....	44	35	21	18	9	13	6	18	.....	3	.....	.....
Logan.....	32	43	5	1	9	2	2	9	9	5	.....	3
Marion.....	70	79	33	30	27	19	15	16	.....	.....	.....	1
Marshall.....	49	49	42	41	12	20	17	13	1	.....	2	.....
Mason.....	89	86	63	69	10	9	5	8	3	.....	.....	.....
Mercer.....	55	36	28	26	14	23	7	19	1	3	1	2
Mineral.....	19	20	28	27	5	7	16	20	6	3	2	6
Monongalia.....	65	55	28	31	11	25	6	6	2	.....	.....	.....
Monroe.....	69	58	21	18	11	17	9	16	4	4	1	2
Morgan.....	26	25	13	12	2	3	2	2	.....	3	1	1
McDowell.....	29	36	3	3	12	6	1	1	3	.....	.....	.....
Nicholas.....	44	51	10	13	16	14	8	6	2	.....	.....	1
Ohio.....	12	17	25	24	.....	1	6	3	.....	.....	.....	.....
Pendleton.....	36	36	4	4	17	18	7	9	12	10	3	3
Pleasant.....	16	20	5	4	14	9	9	4	1	5	1	3
Pocahontas.....	29	27	5	14	14	15	15	12	4	1	3	8
Preston.....	13	63	20	20	50	39	16	26	20	6	19	11
Putnam.....	55	61	27	30	9	8	15	12	.....	.....	.....	.....
Raleigh.....	71	64	17	15	12	17	1	2	.....	6	1	1
Randolph.....	40	38	29	10	10	20	7	18	3	4	3	3
Ritchie.....	48	43	28	24	15	23	28	27	5	7	7	8
Roane.....	76	79	18	7	18	24	5	3	.....	.....	2	3
Summers.....	49	75	14	21	26	12	9	4	4	1	6	3
Taylor.....	35	36	18	19	13	11	6	10	2	.....	2	1
Tucker.....	11	25	4	7	24	16	8	4	4	1	2	1
Tyler.....	36	30	15	13	20	23	12	13	4	7	2	4
Upshur.....	52	52	22	28	14	13	9	10	2	.....	.....	.....
Wayne.....	53	62	26	26	26	25	7	14	3	2	2	3
Webster.....	28	25	7	11	14	12	1	2	4	1	3	.....
Wetzel.....	63	61	25	25	13	18	11	15	8	2	.....	.....
Wirt.....	27	29	32	28	5	6	4	3	1	.....	.....	1
Wood.....	59	60	68	70	15	14	21	17	.....	.....	5	2
Wyoming.....	57	35	1	.....	6	17	.....	.....	1	4	.....	1
Wheeling City.....	6	6	108	108	.....	.....	2	3	.....	.....	.....	.....
Charleston City.....	2	5	18	18	1	1	4	2	.....	.....	.....	.....
Huntington City.....	3	.....	17	.....	1	.....	7	.....	.....	.....	.....	1
Martinsburg City.....	6	6	15	14	.....	.....	1	1	1	.....	.....	.....
Totals.....	2,524	2,596	1,301	1,354	777	770	496	518	154	141	99	117

TABLE E.—Concluded.

*Number of Visits and Classes of Visitors.*

COUNTIES.	County Superintendents.		Members B. of E.		Trustees.		Other Persons.		Parents and Guardians.		No. of teachers who taught same school two or more terms before this.			
											Male.		Female	
	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Barbour.....	93	98	25	10	338	315	1,868	2,107	638	537	18	18	5	5
Berkeley.....	69	120	16	16	108	131	363	332	86	98	6	6	3	3
Boone.....	36	49	46	5	280	270	230	229	207	179	6	6	1	1
Braxton.....	39	94	24	19	400	352	1,188	1,615	680	622	15	10	6	17
Brooke.....	48	42	4	6	66	63	300	243	102	69	4	4	12	17
Cabell.....	103	69	54	18	204	264	1,699	1,165	484	276	8	21	2	6
Calhoun.....	40	63	14	17	122	162	368	633	167	231	10	9	5	3
Clay.....	12	15	4	4	119	103	490	212	73	216	.....	.....	.....	.....
Doddridge.....	86	97	23	20	327	262	1,616	1,166	560	245	27	21	9	6
Fayette.....	128	104	24	15	400	380	1,315	929	560	520	9	9	3	.....
Gilmer.....	78	78	9	60	271	290	1,474	877	540	878	.....	.....	.....	.....
Grant.....	55	55	11	10	201	187	501	470	153	176	5	12	1	13
Greenbrier.....	131	101	45	39	542	521	1,565	1,414	405	325	44	15	23	4
Hampshire.....	106	94	21	17	309	266	957	1,476	358	251	21	27	4	18
Hancock.....	53	5	15	6	53	87	719	372	25	56	.....	.....	.....	.....
Hardy.....	59	73	7	10	169	108	426	241	228	211	.....	.....	.....	.....
Harrison.....	55	173	53	37	548	505	2,811	2,826	795	654	24	12	20	14
Jackson.....	52	134	50	68	630	497	3,748	2,253	930	832	13	13	.....	.....
Jefferson.....	55	59	28	36	99	106	225	54	157	252	22	22	17	4
Kanawha.....	57	146	46	89	580	775	1,053	275	698	736	10	10	2	19
Lewis.....	96	124	20	13	316	268	1,730	1,065	435	340	13	26	6	4
Lincoln.....	45	40	28	64	362	376	1,183	1,031	625	403	15	15	8	8
Logan.....	12	41	22	18	211	265	585	808	288	526	6	.....	.....	.....
Marion.....	148	145	51	54	388	463	2,071	2,173	631	809	29	35	11	14
Marshall.....	116	105	35	41	324	338	1,703	1,643	899	344	26	24	27	21
Mason.....	109	143	49	33	397	421	1,688	1,805	403	393	29	9	31	20
Mercer.....	72	90	17	13	343	309	368	555	479	393	23	18	6	11
Mineral.....	57	61	24	23	197	205	1,069	745	231	184	5	7	9	15
Monongalia.....	121	114	26	16	426	472	2,339	1,897	812	933	10	11	5	9
Monroe.....	128	125	20	55	302	203	859	315	313	194	17	43	2	17
Morgan.....	.....	45	34	27	120	130	261	551	200	166	16	11	8	4
McDowell.....	30	41	9	26	114	105	346	145	234	157	8	15	.....	.....
Nicholas.....	36	88	9	11	308	284	1,373	907	476	319	4	13	1	4
Ohio.....	52	237	28	16	82	74	300	271	123	229	2	5	11	17
Pendleton.....	65	68	6	10	304	258	921	798	272	241	51	18	3	4
Pleasants.....	38	35	16	11	146	139	494	538	266	139	6	6	4	2
Pocahontas.....	65	44	5	6	126	170	189	313	392	145	38	6	.....	.....
Preston.....	48	183	10	18	542	523	2,282	2,359	501	684	18	29	7	.....
Putnam.....	65	51	23	37	162	302	377	1,111	268	309	9	18	8	5
Raleigh.....	89	92	14	10	299	344	885	2,170	384	471	10	7	7	.....
Randolph.....	45	67	8	13	318	245	1,098	2,917	345	262	17	7	11	8
Ritchie.....	163	82	9	18	450	462	2,478	2,450	519	472	10	11	.....	.....
Roane.....	105	103	7	10	375	386	1,703	829	605	991	10	8	1	1
Summers.....	42	131	11	11	341	512	826	832	341	375	27	48	4	3
Taylor.....	79	31	37	56	152	176	1,913	1,540	587	374	8	17	11	8
Tucker.....	48	49	13	11	184	134	434	463	160	142	4	1	.....	.....
Tyler.....	30	91	5	9	304	272	1,447	1,235	1,496	459	12	15	3	6
Upshur.....	96	98	15	42	305	334	2,045	2,072	531	514	6	21	6	10
Wayne.....	95	112	24	23	425	579	1,275	1,724	506	982	.....	16	5	5
Webster.....	44	50	9	16	256	256	394	517	310	376	4	13	2	2
Wetzel.....	110	71	24	58	279	392	625	1,406	518	554	14	17	8	6
Wirt.....	59	62	37	25	201	170	805	1,002	920	271	6	.....	18	3
Wood.....	114	106	66	80	383	336	2,588	2,881	641	439	17	5	30	5
Wyoming.....	27	27	37	14	292	268	431	383	540	229	1	20	.....	.....
Wheeling City.....	.....	.....	.....	.....	.....	.....	1,100	1,220	1,961	1,522	6	6	100	194
Charleston City.....	.....	.....	.....	.....	.....	.....	280	120	127	180	2	4	18	10
Huntington C'y.....	.....	.....	.....	.....	.....	.....	.....	286	.....	274	.....	.....	.....	.....
Martinsburg C'y.....	.....	.....	.....	.....	.....	.....	88	92	.....	8	3	6	12	10
Totals.....	4,894	6,602	1,773	1,735	15,500	15,857	63,888	62,217	26,159	23,187	695	738	501	471

\*Visit by City Superintendent.





TABLE F.—Continued.

*Number of Months Taught.*

COUNTIES.	Total White.		Total Col'd		Grand Total.		Average Length of Term in Months. (Fractions in Days).		Length of Term in Days	
	1889		1890		1889		1889		1889	
	Days	Days	Days	Days	Days	Days	Days	Days	Days	Days
Barbour.....	356	372	19	21	368	393	3	19	4	1
Berkeley.....	451	454	12	52	503	511	12	7	10	150
Boone.....	224	208	5	4	228	211	5	4	1	81
Braxton.....	433	451	7	10	443	459	7	4	3	80
Brooke.....	291	293	2	.....	293	295	7	7	7	8
Cabell.....	539	408	25	14	574	422	5	2	4	102
Calhoun.....	223	24	4	.....	227	244	4	3	4	83
Clay.....	172	148	.....	.....	152	148	4	4	3	80
Doddridge.....	388	386	11	4	348	390	11	4	9	1
Fayette.....	592	590	74	80	666	670	4	19	4	99
Gilmer.....	312	324	.....	4	312	328	4	1	4	81
Grant.....	222	243	11	8	233	251	3	16	4	76
Greenbrier.....	628	622	75	71	703	697	4	12	4	92
Hampshire.....	429	478	15	18	445	496	15	4	2	82
Hancock.....	265	207	.....	.....	2	207	6	8	6	9
Hardy.....	278	280	5	20	298	298	5	4	3	83
Harrison.....	753	829	15	27	780	854	15	4	11	4
Jackson.....	788	749	3	7	791	756	4	18	4	98
Jefferson.....	409	410	144	139	553	549	10	9	9	200
Kanawha.....	1,016	1,003	9	101	1,117	1,112	15	5	16	7
Lewis.....	518	591	8	8	526	569	4	6	4	12
Lincoln.....	320	348	10	.....	320	348	10	3	19	4
Logan.....	255	328	13	4	259	337	13	3	6	66
Marion.....	673	694	.....	.....	673	684	4	13	4	93
Marshall.....	713	80	.....	.....	713	800	4	5	17	128
Mason.....	835	892	4	36	871	930	4	5	5	8
Mercer.....	387	438	6	28	415	476	6	3	18	4
Mineral.....	421	475	12	23	433	498	12	5	11	6
Monongalia.....	483	515	8	8	491	523	4	9	4	10
Monroe.....	459	460	8	33	492	496	8	4	4	6
Morgan.....	223	234	10	14	237	251	10	4	19	5
McDowell.....	184	176	11	4	184	180	11	4	10	4
Nicholas.....	320	323	.....	.....	320	323	3	19	3	9
Ohio.....	326	348	.....	.....	326	348	15	7	12	7
Pendleton.....	320	328	4	6	324	334	4	1	3	19
Pleasants.....	200	2	5	.....	200	235	4	9	5	4
Pocahontas.....	264	273	12	12	276	285	3	18	3	19
Preston.....	642	716	4	5	646	721	3	18	4	6
Putnam.....	464	555	15	10	474	565	15	4	9	5
Raleigh.....	378	362	3	2	380	365	3	15	3	10
Randolph.....	358	336	15	.....	358	336	15	3	15	3
Ritchie.....	575	611	8	.....	575	611	8	4	6	4
Roane.....	455	431	13	.....	455	431	13	4	3	16
Summers.....	416	496	10	46	462	437	10	4	5	3
Taylor.....	370	379	4	4	374	383	3	5	15	4
Tucker.....	220	202	4	6	224	208	4	6	4	2
Tyler.....	381	427	.....	.....	381	427	4	5	4	14
Upshur.....	416	424	13	8	416	433	3	4	3	5
Wayne.....	552	719	16	6	552	725	16	4	7	5
Webster.....	172	176	.....	.....	172	176	.....	4	.....	8
Wetzel.....	474	557	15	.....	474	557	15	4	.....	5
Wirt.....	286	314	.....	.....	286	314	.....	4	8	4
Wood.....	975	1,028	49	41	1,024	1,069	49	6	15	6
Wyoming.....	236	176	6	.....	236	176	6	3	10	2
Wheeling City.....	1,110	1,103	4	50	1,160	1,152	9	10	10	200
Charleston City.....	158	151	11	52	211	204	14	6	4	7
Huntington City.....	223	24	.....	24	227	247	.....	.....	8	16
Martinsburg City.....	200	200	20	20	220	220	.....	10	.....	200
Totals.....	24,438	425,619	10	991	610,454	425,429	10	26,664	416	417





TABLE G—Continued.

Institute Statistics.

COUNTIES.	ENROLLMENT.			Av'ge daily attendance			No. who have taught 10 years or more.						No. who have taught 5 years and less than 10.					
	Male.	Female	Total.	Increase.	Decrease.	Total	Male.		Female		Total.		Male.		Female		Total.	
							1889		1889		1889		1889		1889		1889	
							1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
McDowell.....	88	6	94	68	24	5	52	49	6	58	10	11	8	21	13	5	8	13
Nicholas.....	86	74	160	102	28	26	81	65	43	124	6	2	2	13	5	3	26	16
Ohio.....	23	23	46	69	3	3	20	21	34	39	54	6	2	8	5	2	8	10
Pendleton.....	56	56	112	79	2	2	52	42	20	18	72	60	12	9	12	20	14	8
Pleasants.....	43	49	92	77	14	14	39	43	18	24	57	67	10	2	6	2	3	23
Pocahontas.....	23	24	47	54	1	1	20	16	19	23	39	39	7	4	5	2	1	4
Preston.....	115	120	235	183	26	26	110	109	59	86	169	195	26	17	13	4	5	9
Putnam.....	68	74	142	127	15	15	45	43	82	42	77	90	23	21	24	1	6	11
Raleigh.....	83	61	144	81	24	24	72	51	15	13	87	64	23	7	11	1	16	13
Randolph.....	43	33	76	68	10	10	32	30	19	29	61	59	2	11	13	2	11	15
Ritchie.....	88	79	167	154	9	9	85	77	68	153	145	104	8	14	10	6	12	18
Roane.....	104	97	201	114	12	12	67	59	24	31	91	90	12	21	20	1	22	30
Summers.....	78	79	157	122	12	12	67	59	24	31	91	90	1	16	15	8	1	15
Taylor.....	59	52	111	101	9	9	17	21	10	3	27	24	17	12	12	2	14	13
Tucker.....	33	30	63	41	9	9	17	21	10	3	27	24	8	2	3	7	9	14
Tyler.....	73	71	144	105	4	4	68	66	28	81	96	97	1	12	10	18	19	4
Upshur.....	92	116	208	187	38	38	78	89	50	62	128	151	23	10	16	5	15	25
*Wayne.....	67	39	106	106	0	0	31	28	9	37	40	37	10	10	10	11	9	20
Webster.....	40	31	71	51	1	1	31	28	9	18	40	46	6	10	8	1	11	12
Wetzel.....	84	70	154	110	25	25	75	59	42	36	117	95	22	11	10	2	13	7
Wirt.....	42	41	83	85	94	94	38	38	38	44	76	80	4	7	8	1	11	14
Wood.....	94	82	176	204	9	9	82	89	136	115	225	189	36	16	14	13	30	16
Wyoming.....	55	40	95	65	6	6	44	40	6	20	50	60	0	12	6	10	13	28
Wheeling City.....	7	135	142	125	19	19	9	6	121	117	130	123	7	7	4	9	22	41
Total.....	3610	3559	7169	2653	309	416	3780	3131	2203	2384	5283	5515	630	495	640	618	171	133
																	811	811
																	705	705
																	633	633
																	443	443
																	436	436
																	1148	1148
																	1069	1069

\*Wayne County not reported for 1889.

TABLE G.—Continued.

## Institute Statistics.

COUNTIES.	No. who have taught one year and less than five.			No. who have taught less than one year.			No. who have never taught.			No. who have attended one of the State Normal schools.			No. who subscribe for one or more Educational Journals.		
	Male.		Total.	Male.		Total.	Male.		Total.	Male.		Total.	Male.		Total.
	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889
Barbour.....	42	88	130	14	51	65	21	29	50	19	26	45	53	39	92
Berkeley.....	13	19	32	17	32	49	5	15	20	12	2	14	22	11	33
Boone.....	10	8	18	9	3	12	1	6	7	1	6	7	13	9	22
Braxton.....	32	24	56	16	48	64	10	22	32	8	7	15	22	4	26
Brooke.....	2	3	5	19	24	43	3	5	8	1	1	2	6	2	8
Calhoun.....	25	23	48	40	59	99	25	21	46	25	13	38	52	27	79
Chapman.....	16	16	32	9	10	19	10	13	23	11	4	15	27	31	58
Clay.....	10	11	21	7	6	13	7	17	24	6	4	10	11	8	19
Doddridge.....	80	34	114	18	10	28	21	19	40	23	19	42	38	41	79
Fayette.....	18	23	41	17	27	44	13	14	27	13	10	23	21	32	53
Gilmer.....	35	23	58	12	14	26	11	14	25	9	4	13	25	24	49
Grant.....	13	13	26	10	23	33	8	5	13	11	14	25	21	36	57
Greenbrier.....	36	32	68	24	26	50	9	16	25	22	27	49	35	24	59
Hampshire.....	26	26	52	24	23	47	9	37	46	10	15	25	28	22	50
Hancock.....	9	10	19	17	19	36	3	8	11	7	8	15	11	6	17
Hardy.....	16	15	31	7	4	11	4	3	7	8	8	16	12	5	17
Harrison.....	51	76	127	34	46	80	65	51	116	38	11	49	52	21	73
Jackson.....	47	49	96	14	61	75	32	27	59	14	9	23	32	13	45
Jefferson.....	14	12	26	10	38	48	11	4	15	7	1	8	10	8	18
Kanawha.....	59	40	99	64	68	132	26	39	65	29	15	44	35	24	59
Kearney.....	38	30	68	15	13	28	19	21	40	13	36	49	33	30	63
Lewis.....	22	16	38	18	34	52	7	12	19	8	4	12	16	8	24
Lincoln.....	28	24	52	14	30	44	11	11	22	1	1	2	10	19	29
Logan.....	54	33	87	31	43	74	37	41	78	60	59	119	147	43	190
Marion.....	24	32	56	44	39	83	19	17	36	30	37	67	53	36	89
Mason.....	39	39	78	49	78	127	28	51	79	57	19	76	81	47	128
Mercer.....	33	22	55	23	23	46	24	8	32	53	44	43	76	30	106
Mineral.....	35	25	60	21	26	47	1	1	2	9	12	13	21	14	35
Monongalia.....	43	40	83	30	16	46	21	30	51	15	16	31	42	47	89
Monroe.....	13	23	36	10	23	33	23	18	41	17	18	35	23	20	43
Morgan.....	13	15	28	9	9	18	7	8	15	5	5	10	9	10	19
McDowell.....	23	23	46	1	25	26	9	30	39	1	1	2	21	23	24
Nichols.....	33	26	59	16	12	28	22	24	46	4	4	8	1	43	44

TABLE G.—Continued.  
*Institute Statistics.*

COUNTIES.	No. who have taught one year and less than five.			No. who have taught No. who have never taught.			No. who have attended No. who subscribe for one or more Educational Journals.					
	Male.		Total.	Male.		Total.	Male.		Total.	Male.		Total.
	1889	1890		1889	1890		1889	1890		1889	1890	
Ohio	6	17	23	17	25	42	14	11	25	14	16	30
Pendleton	19	19	38	12	29	41	31	30	61	31	8	39
Pleasant	24	24	48	8	31	39	19	26	45	13	28	41
Pocahontas	11	11	22	9	21	30	4	5	9	2	12	14
Preston	52	40	92	42	85	127	18	26	44	14	38	52
Putnam	21	22	43	23	38	61	19	7	26	18	21	39
Raleigh	34	30	64	5	3	8	6	6	12	7	18	25
Randolph	17	10	27	9	30	39	1	1	2	2	1	3
Roane	29	25	54	29	62	91	11	12	23	11	27	38
Ross	37	42	79	10	43	53	17	13	30	17	62	79
Summers	81	31	112	17	47	64	24	21	45	13	48	61
Taylor	20	21	41	10	36	46	10	10	20	15	23	38
Tucker	23	15	38	8	10	18	18	14	32	11	12	23
Tyler	23	28	51	16	29	45	18	14	32	11	12	23
Upshur	36	15	51	23	15	38	31	15	46	8	13	21
Wayne	34	34	68	30	64	94	31	11	42	10	13	23
Webster	14	13	27	6	9	15	9	7	16	5	12	17
Wetzel	37	33	70	21	62	83	24	15	39	12	42	54
Wirt	13	15	28	18	33	51	16	15	31	4	18	22
Wood	34	20	54	1	15	16	16	15	31	4	18	22
Wyoming	16	14	30	48	84	132	30	24	54	11	66	77
Wheeling City	1	1	2	1	1	2	1	1	2	1	1	2
Totals	1347	1313	2660	985	1068	2053	774	774	1548	467	1273	1740



TABLE H.—Continued.

*Statement of the Receipts of the Teachers' Fund from all Sources for the Years 1889 and 1890.*

COUNTIES.	From balance in the Treasury at close of School Years 1888 and 1889.		From Levy on Total Valuation of Real Property.		From the State Sch'l Fund.		From Railroad Tax.		From Redemption of Delinquent Lands.	
	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Ohio.....	\$ 442 09	\$ 669 24	\$ 8,683 23	\$ 10,225 04	\$ 3,457 78	\$ 2,683 35	\$ 688 33	\$ 890 47		
Pendleton.....	1,024 70	534 00	2,682 75	4,406 60	4,020 81	3,478 14				1 84
Pleasants.....	2,087 64	1,135 34	1,432 05	3,686 78	8,610 14	2,781 75	68 68			
Pocahontas.....	866 24	1,224 07	2,889 44	4,425 05	8,142 40	2,614 05				
Preston.....	2,280 90	1,913 01	8,613 82	12,524 18	10,470 01	7,910 58	1,830 87	2,021 95		
Putnam.....	3,134 49	3,903 66	6,131 78	9,051 63	7,108 72	5,337 42	1,865 75	1,959 05		28 33
Raleigh.....	1,310 26	394 07	4,715 38	5,333 17	5,029 99	3,732 59				
Randolph.....	1,185 61	429 71	4,129 39	5,971 00	5,425 21	4,276 88				209 93
Ritchie.....	1,702 01	1,140 14	6,926 06	10,069 30	8,789 53	6,575 80	1,198 01	1,800 82		355 57
Roane.....	2,147 79	1,150 83	5,228 42	7,298 47	8,182 30	6,275 26				
Summers.....	4,553 61	3,218 31	4,173 95	5,848 56	6,321 65	4,888 06	1,217 14	2,149 85		
Taylor.....	1,687 57	2,308 63	7,250 08	7,187 00	6,065 31	4,668 13	1,337 62	1,035 82		19 05
Tucker.....	1,473 38	2,308 63	2,288 03	2,197 10	2,758 94	2,242 29	245 54	562 83		
Tyler.....	1,140 49	890 14	4,843 03	6,849 93	6,487 16	4,889 08	244 22			60 99
Upshur.....	2,774 82	587 49	4,346 42	7,431 72	6,214 44	4,785 78	37 62	72 80	13 50	
Wayne.....	3,809 11	3,628 89	6,698 91	9,766 68	10,080 10	7,491 31	279 76	238 06	33 49	595 22
Webster.....	2,849 60	757 75	2,141 56	2,533 06	2,938 61	1,896 51				74 76
Wetzel.....	2,696 14	1,163 11	2,772 26	6,715 82	8,983 69	6,905 89				
Wirt.....	1,343 31	1,256 47	3,854 98	4,731 93	4,870 40	3,624 35	2,172 14	2,184 02		10 00
Wood.....	7,604 70	4,822 92	2,727 31	25,726 06	13,731 84	10,591 14				
Wyoming.....	967 33	2,330 03	3,325 69	3,325 69	3,823 98	2,645 38				
Wheeling City.....	1,517 70	897 91	65,370 39	65,370 39	15,871 29	11,470 76	892 75	952 97	88 72	258 53
Charleston City.....	1,801 91	861 91	57,407 22	11,396 88	2,694 88	2,371 41	12 00	625 07	47 91	
Huntington City.....	2,137 55	124 72	9,763 63	11,396 88	2,694 88	2,371 41	890 78	1,078 95		
Martinsburg City.....	266 71	521 73	4,268 06	5,266 14	3,146 09	2,487 75				
Totals.....	\$ 131,021 99	\$ 103,167 77	\$ 411,212 27	\$ 524,028 34	\$ 375,661 50	\$ 86,969 06	\$ 37,780 56	\$ 47,467 90	\$ 2,077 54	\$ 4,218 72

TABLE H.—Continued.  
Receipts from Teachers' Fund, &c.

COUNTIES.	From Sale of De- linquent Lands Net.		From Tuition of Pay Pupils.		From Board of Examiners		From all Other Sources.		Total Receipts from all Sources from the Teachers' Fund.		Increase.
	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Barbour.....	65 72	18 70	50	2 00	.....	.....	135 71	122 14	14,607 94	12,592 57	.....
Berkeley.....	.....	.....	.....	.....	.....	.....	107 25	.....	15,268 07	16,407 02	1,140 95
Boone.....	.....	.....	.....	.....	.....	.....	.....	.....	6,623 45	6,307 87	.....
Braxton.....	.....	13 72	21 00	3 25	.....	.....	64 40	222 26	18,028 87	18,165 18	136 32
Brooké, ex	.....	.....	.....	.....	.....	.....	2,529 50	.....	16,322 08	16,815 88	493 80
Calwell.....	.....	.....	57 80	25 00	.....	.....	143 73	.....	27,363 11	17,113 80	10,249 31
Calhoun.....	.....	90 61	.....	50	.....	.....	.....	633 37	7,350 66	7,840 49	489 83
Cay.....	.....	55 00	.....	.....	.....	.....	114 45	134 00	7,485 60	4,092 96	3,392 64
Doddridge.....	.....	16 82	11 00	5 75	.....	.....	123 60	71 95	12,001 93	10,206 70	1,795 23
Fayette.....	.....	.....	11 57	.....	.....	.....	114 61	.....	32,047 49	29,686 17	2,361 32
Glenn.....	.....	7 50	4 00	1 50	.....	.....	216 50	901 95	9,893 70	10,181 81	288 11
Grant.....	.....	.....	1 12	.....	.....	.....	5 25	278 30	8,011 07	8,090 60	78 53
Greenbrier.....	.....	.....	8 00	9 00	.....	.....	209 25	83 18	22,664 82	23,842 09	1,177 27
Hampshire.....	.....	.....	16 30	.....	.....	.....	.....	.....	13,957 86	13,931 81	26 05
Hancock.....	.....	.....	7 85	2 00	.....	.....	15 87	.....	8,419 50	8,723 44	303 94
Hardy.....	.....	45	60 50	.....	.....	.....	128 69	108 66	32,577 05	32,982 21	405 16
Harrison.....	.....	.....	.....	17 80	.....	.....	112 63	130 00	25,508 94	25,653 28	144 34
Jackson.....	.....	.....	.....	5 18	4 00	.....	331 86	218 82	22,249 91	20,353 29	1,896 62
Jefferson.....	.....	.....	8 00	1 00	.....	.....	.....	.....	54,388 33	61,794 52	7,406 19
Kanawha.....	930 10	1,187 80	.....	3 00	.....	.....	.....	.....	17,103 07	17,249 81	146 74
Lewis.....	.....	11 35	.....	.....	.....	.....	.....	.....	12,457 82	13,558 85	1,101 03
Lincoln.....	.....	1,214 18	.....	.....	.....	.....	.....	.....	10,022 71	11,719 78	1,697 07
Logan.....	.....	.....	.....	45 50	.....	.....	.....	5 15	22,786 14	22,810 37	24 23
Marion.....	.....	.....	16 25	141 00	.....	.....	890 30	900 02	26,691 18	31,835 40	5,144 22
Marshall.....	1 06	233 28	177 15	.....	.....	.....	298 48	136 69	31,113 63	30,796 83	316 80
Mason.....	.....	.....	50	.....	.....	.....	.....	.....	12,226 28	14,123 84	1,897 56
Mercer.....	.....	6 90	9 20	.....	.....	.....	119 85	174 93	16,147 79	18,883 57	2,735 78
Mineral.....	.....	.....	62 80	5 75	.....	.....	120 00	12 65	16,915 60	17,240 22	324 60
Monongalia.....	.....	.....	81 50	.....	9 04	.....	122 62	64 82	15,015 42	15,010 98	4 44
Monroe.....	.....	.....	2 40	19 75	.....	.....	24 49	.....	8,023 41	9,105 64	1,082 23
Morgan.....	.....	.....	.....	.....	.....	.....	489 34	1,951 37	5,415 23	5,217 67	197 56
McDowell.....	.....	.....	.....	3 91	.....	.....	.....	.....	6,415 23	9,300 43	2,885 20
Nicholas.....	.....	195 61	.....	.....	.....	.....	.....	.....	15,281 42	14,118 10	1,163 32
Ohio.....	.....	.....	.....	.....	.....	.....	.....	.....	8,331 59	8,435 84	104 25
Pendleton.....	.....	7 21	8 30	3 85	.....	.....	.....	4 20	.....	.....	.....



TABLE H.—Continued.  
*Receipts from Teachers' Fund, &c.*

COUNTIES.	From Sale of Delinquent Lands Net.		From Tuition of Pay Pupils		From Board of Examiners		From all Other Sources.		Total Receipts from all Sources from the Teachers' Fund.		Increase.
	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	
Pleasants		51 16						55	7,188 51	7,805 58	407 07
Pocahontas								185 25	6,898 08	8,459 02	1,560 94
Preston			82 76				27 00		23,255 86	24,970 02	1,714 66
Putnam					1 00				18,241 79	19,730 09	1,488 30
Raleigh				3 00			865 22	23 06	11,920 85	9,385 89	285 52
Randolph			6 25					44 48	10,696 46	10,891 88	195 42
Ritchie		34 45	2 50				34 81	824 72	18,712 42	20,249 80	1,537 38
Roane		97 68	5 95				59 03		15,633 49	14,819 74	813 75
Summers				2 62			1,048 74	87 50	17,915 09	16,083 80	1,831 29
Taylor		22 61					118 79	252 58	16,489 87	15,418 92	1,070 95
Tucker							72 22		6,836 11	5,780 22	1,055 89
Tyler									12,714 90	12,579 45	135 45
Upshur	30	1 28	6 00	16 75			72	136 14	13,383 82	13,061 54	322 28
Wayne	68 17		3 00	1 75			10 00	127 80	20,778 05	21,283 98	505 93
Webster	50	33 06	1 00	5 00			553 67	869 08	7,918 83	7,009 68	909 15
Wetzel		4 00	5 59		4 80		82 74	1,425 99	17,679 15	19,573 92	1,894 77
Wirt		30 87	3 00	57 58					10,084 69	10,019 06	65 63
Wood				11 75				46 38	44,235 89	43,797 25	438 64
Wyoming				2 50			61 06	72 62	7,321 52	6,018 52	1,303 00
Wheeling City			89 00	190 00			1,689 12	458 27	76,614 29	79,310 30	2,696 01
Charleston City			45 17	395 05			36 65	1,500 00	15,041 00	16,212 86	1,171 86
Huntington City	303 21	440 62		80 00							
Martinsburg City			165 30	81 98					8,784 56	9,456 83	672 27
Totals	\$ 1,375 68	\$ 4,334 87	\$ 874 17	\$ 1,111 70	\$ 10 04	\$ 8 80	\$ 11,038 75	\$ 12,147 74	\$ 971,047 48	\$ 983,454 99	\$ 12,407 51

\* Net Increase.



TABLE I.

*Disbursement of Teachers' Fund for the Years Ending June 30, 1889 and June 30, 1890.—Compared.*

Counties.	Amount of Salaries Paid No. One Teachers, including four year and professional certificates.							
	WHITE.				COLORED.			
	Male.		Female.		Male.		Female.	
	1889	1890	1889	1890	1889	1890	1889	1890
Barbour....	6,104 75	6,954 99	1,988 00	2,120 00		244 00	29 00	270 00
Berkeley....	7,812 00	6,998 80	4,041 00	4,874 00	1,053 00	1,124 00	186 00	402 00
Boone.....	2,526 80	2,155 85	998 80	1,490 00				
Braxton....	5,572 35	6,331 18	1,908 00	1,474 50				
Brooke.....	3,012 50	2,953 25	5,938 50	6,900 63				
Cabell.....	9,176 00	7,791 00	8,515 50	4,597 00	640 00	280 00		120 00
Calhoun....	3,304 50	3,696 00	651 00	988 00				
Clay.....	2,556 20	2,603 00	918 00	624 00				
Doddridge..	3,916 00	3,653 50	1,248 00	664 00				
Fayette....	9,258 80	10,496 00	4,234 30	6,725 35	160 00	705 00	548 00	679 00
Gilmer.....	6,063 92	5,636 00	1,067 00	2,072 60				
Grant.....	2,825 20	2,816 00	472 00	728 00				
Green brier	9,118 50	8,080 50	6,324 00	6,373 00	854 00	896 00	360 00	240 00
Ham'sh're	3,551 00	5,288 50	1,736 00	2,122 00	180 00			
Hancock....	3,501 00	2,701 80	2,987 00	2,886 00				
Hardy.....	2,828 50	4,062 50	2,144 00	1,952 00	240 00			
Harrison...	13,040 00	15,171 25	9,927 00	11,670 00	360 00	360 00	80 00	270 00
Jackson....	14,074 90	10,163 00	3,812 00	3,838 00				
Jefferson...	6,834 95	6,567 00	6,910 00	7,290 00	3,108 00	3,762 18	909 00	245 00
Kanawha...	24,409 13	22,875 00	11,298 00	13,781 80	1,544 00	1,061 69	995 00	1,347 00
Lewis.....	8,891 34	10,875 00	3,216 00	3,524 00	300 00	300 00		
Lincoln....	5,072 00	3,264 00	2,368 00	1,978 00				
Logan.....	4,400 50	4,494 00	527 50	232 00				
Marion....	10,220 33	11,407 00	5,174 00	4,764 00				
Marshall...	8,674 00	11,458 00	10,677 00	9,420 00				
Mason.....	14,244 45	14,013 00	10,070 00	11,184 25	280 00	274 75	80 00	280 00
Mercer.....	5,467 50	4,075 00	2,000 00	3,070 00	120 00	74 25		
Mineral....	4,974 00	5,403 00	5,810 25	5,925 00	315 00	315 00		
Mon'galla..	8,610 00	7,356 00	4,206 00	4,771 00				
Monroe....	8,527 50	6,946 00	2,098 50	2,410 00	232 00	296 00		
Morgan....	3,730 00	4,530 20	2,399 67	2,104 00	144 00	180 00	424 00	280 00
McDowell..	2,537 50	3,691 40	295 25	324 00		112 00		
Nicholas...	4,398 50	4,972 00	1,025 00	1,263 00				
Ohio.....	4,068 48	5,412 00	5,888 12	8,137 11				
Pendleton..	3,916 00	3,960 00	460 00	416 00				
Pleasant...	2,250 00	3,306 96	816 00	579 00				
Pocah'tas..	2,930 00	2,755 00	540 00	1,435 00	100 00	220 00	100 00	
Preston....	5,823 50	9,858 00	2,812 50	3,300 00				
Putnam....	7,889 00	9,406 50	3,809 00	4,781 00		150 00	150 00	150 00
Ra'leigh...	6,462 50	5,639 75	1,856 25	1,412 50				
Randolph...	4,541 00	4,326 45	3,088 00	1,184 84				
Ritchie....	6,940 00	6,125 40	4,191 00	3,812 50				
Roane.....	9,244 25	9,271 66	1,827 00	783 00	175 00		120 00	
Summers...	6,653 25	8,111 25	2,035 00	1,993 50		525 00	120 00	295 00
Taylor....	6,407 00	6,387 00	4,412 00	4,624 00				
Tucker....	1,340 00	2,728 00	364 00	919 00				
Tyler.....	5,138 00	4,730 50	1,987 00	2,126 00				
Upshur....	6,344 55	6,128 74	2,925 00	3,679 00		210 00		
Wayne....	8,151 00	9,791 50	3,908 00	4,080 75		180 00		
Webster...	2,125 00	1,975 00	518 75	1,175 00				
Wetzel....	8,662 00	9,008 25	3,476 00	3,628 50				
Wirt.....	3,314 00	3,870 60	4,086 00	4,013 00				
Wood.....	12,951 75	12,637 86	16,717 28	20,311 90	894 50	678 30		885 65
Wyoming...	4,982 53	2,657 25						
Wh'lg C'y.	7,200 00	96,000 00	43,102 92	46,225 80	1,000 00	1,000 00	1,640 00	1,640 00
Ch'stn C'y.	1,300 00	1,850 00	8,640 00	9,074 00	540 00	1,687 50		720 00
Hu'tn C'y.		1,800 00		8,007 93		360 00		
Mar'tg C'y.	2,800 00	3,000 00	4,165 00	4,255 00	450 00	450 00		
Totals....	\$361,501 43	\$370,187 39	\$249,807 09	\$271,994 46	\$12,699 50	\$15,445 67	\$5,631 00	\$7,823 65

\*The totals which include Wheeling city do not balance on account of the law creating its various funds differing from the general school law. Deducting the items of Wheeling where added, the totals all balance.

TABLE I—Continued.

*Disbursement of Teachers' Fund.*

COUNTIES.	AMOUNT PAID TO NO. 2 TEACHERS.							
	White.				Colored.			
	Male.		Female.		Male.		Female.	
	1889	1890	1889	1890	1889	1890	1889	1890
Barbour.....	\$ 1,560 00	\$ 1,330 27	\$ 464 00	\$ 480 00	216 00	54 00	96 00	.....
Berkeley.....	468 00	572 00	175 00	610 00	175 00	104 00	150 00	.....
Boone.....	1,390 80	1,130 80	.....	192 00	.....	.....	77 00	.....
Braxton.....	1,809 50	1,888 83	978 50	1,034 00	66 00	.....	.....	.....
Brooke.....	.....	.....	1,940 50	825 00	.....	.....	.....	.....
Cabell.....	1,200 05	828 00	2,775 50	1,178 00	150 00	58 00	480 00	.....
Calhoun.....	744 50	560 00	392 00	579 00	88 00	88 00	.....	.....
Clay.....	180 00	212 00	266 00	69 00	.....	.....	.....	.....
Doddridge.....	2,640 00	2,028 00	1,396 00	680 00	.....	.....	.....	.....
Fayette.....	2,790 00	1,984 00	2,277 50	2,062 25	900 00	460 00	520 00	538 00
Gilmer.....	440 00	352 00	356 00	88 00	.....	.....	.....	.....
Grant.....	1,710 80	1,536 00	862 00	874 00	.....	.....	.....	.....
Greenbrier.....	1,930 00	1,782 00	948 00	1,498 00	478 00	331 00	128 00	480 00
Hampshire.....	2,945 00	3,126 00	2,267 00	1,952 00	.....	150 00	120 00	144 00
Hancock.....	180 00	180 00	996 00	1,308 40	.....	.....	.....	.....
Hardy.....	1,523 20	937 00	100 00	100 00	94 00	.....	100 00	147 00
Harrison.....	924 00	312 00	816 00	100 00	.....	.....	450 00	108 00
Jackson.....	2,360 30	3,382 00	750 00	1,296 00	.....	.....	.....	.....
Jefferson.....	.....	.....	.....	.....	790 00	270 00	.....	204 00
Kanawha.....	1,165 77	622 00	3,602 50	2,613 57	144 50	565 00	1,142 50	976 00
Lewis.....	2,002 00	514 00	418 00	608 00	.....	.....	.....	.....
Lincoln.....	896 00	2,063 00	595 00	1,408 00	.....	.....	.....	.....
Logan.....	692 75	3,020 30	366 60	540 00	.....	.....	.....	.....
Marion.....	2,914 00	2,113 40	1,470 00	1,799 00	.....	.....	.....	.....
Marshall.....	1,651 80	3,024 00	2,642 00	2,418 50	.....	.....	.....	.....
Mason.....	918 00	958 00	424 00	988 00	168 00	.....	231 25	457 00
Mercer.....	825 00	1,683 00	775 50	1,474 00	264 00	402 00	89 00	88 00
Mineral.....	411 50	1,083 10	2,667 00	1,980 00	.....	.....	.....	100 00
Monongalia.....	1,071 16	2,390 60	828 50	904 00	280 00	280 00	.....	.....
Monroe.....	932 00	2,154 00	876 00	1,120 00	260 00	336 00	100 00	.....
Morgan.....	96 00	266 00	225 00	120 00	150 00	.....	.....	.....
McDowell.....	1,369 00	506 00	100 00	66 00	.....	.....	.....	.....
Nicholas.....	1,342 00	1,122 00	704 00	506 00	.....	.....	.....	.....
Ohio.....	.....	272 00	2,213 50	290 00	.....	.....	.....	.....
Pendleton.....	1,488 00	1,808 00	617 00	839 00	.....	.....	.....	.....
Pleasants.....	1,644 00	1,041 00	959 00	653 00	70 00	.....	72 00	.....
Pocahontas.....	1,118 00	1,320 00	1,338 00	1,076 00	90 00	.....	.....	.....
Preston.....	5,396 85	4,818 00	2,164 00	3,296 00	.....	.....	.....	.....
Putnam.....	1,117 00	1,205 00	1,512 00	1,339 25	.....	.....	125 00	.....
Raleigh.....	1,013 10	1,190 20	88 00	154 00	.....	.....	.....	.....
Randolph.....	1,012 00	1,789 89	593 00	1,339 55	.....	.....	.....	.....
Ritchie.....	1,820 00	2,540 00	3,398 00	3,624 80	.....	.....	.....	.....
Roane.....	1,640 50	2,338 15	521 00	270 50	.....	.....	.....	.....
Summers.....	2,164 00	790 00	683 00	184 00	250 00	228 00	300 00	66 00
Taylor.....	1,580 00	1,312 00	508 00	1,104 00	.....	.....	.....	.....
Tucker.....	2,298 04	1,300 00	704 00	800 00	.....	.....	22 00	194 00
Tyler.....	2,300 00	2,704 00	1,854 00	1,551 00	.....	.....	.....	.....
Upshur.....	1,291 70	1,224 00	894 00	940 00	.....	.....	.....	.....
Wayne.....	2,774 30	2,852 00	856 00	1,953 50	.....	.....	187 00	.....
Webster.....	1,034 00	748 00	198 00	88 00	.....	.....	.....	.....
Wetzel.....	1,529 00	2,343 00	1,309 00	1,296 00	.....	.....	.....	.....
Wirt.....	569 00	698 00	430 00	349 00	.....	.....	.....	.....
Wood.....	1,848 00	3,102 00	8,985 12	1,554 00	.....	.....	225 00	457 35
Wyoming.....	616 00	1,078 00	66 00	.....	22 00	.....	24 80	.....
Wheeling City.....	.....	.....	.....	.....	.....	.....	.....	.....
Charleston City.....	.....	.....	.....	.....	360 00	.....	1,440 00	.....
Hunting'n City.....	.....	1,745 00	.....	.....	.....	300 00	.....	300 00
Martinsburg City.....	.....	.....	.....	270 00	.....	.....	.....	.....
Totals.....	\$75,290 82	\$81,885 22	\$57,748 72	\$53,951 32	\$5,017 50	\$3,706 00	\$6,182 55	\$4,365 85

TABLE I.—Continued.

COUNTIES.	Amount Paid No. Three Teachers.							
	WHITE.				COLORED.			
	Male.		Female.		Male.		Female.	
	1889	1890	1889	1890	1889	1890	1889	1890
Barbour .....		72 00	72 00			4 00		
Berkeley .....		154 00						
Boone .....	532 00	256 00		88 00				58 00
Braxton .....	198 00	214 00	54 00		126 00	203 62		
Brooke .....	37 50	176 00			23 30			
Cabell .....								
Calhoun .....	377 00	160 00	346 00	320 00				
Clay .....		54 00		145 00				
Doddridge .....	576 00	1,065 00	236 00	1,318 00				100 00
Fayette .....	152 00		180 00	72 00				80 00
Gilmer .....	72 00	72 00				72 00	72 00	80 00
Grant .....	116 00	392 00	248 00	296 00		72 00	143 00	
Greenbrier .....	363 20				161 00	295 48	44 00	
Hampshire .....	414 00	226 11	296 00	156 00			80 00	180 00
Hancock .....				436 00				
Hardy .....	584 00	539 00	120 00	72 00			80 00	232 00
Harrison .....		88 00		100 00				60 00
Jackson .....	144 00	936 00		665 50	108 00	54 00	53 00	72 00
Jefferson .....								
Kanawha .....			200 00					
Lewis .....	170 00	72 00	234 00					
Lincoln .....		220 00						
Logan .....	540 90	605 60			72 00	140 00		
Marion .....			100 00					
Marshall .....	108 00		195 00	90 00				
Mason .....	100 00		29 25		120 00	150 00	160 00	
Mercer .....		162 00		108 00	36 00			2,6 00
Mineral .....	524 00	470 00	200 00	936 00		216 00	76 61	
Monongalia .....	144 00				135 24			
Monroe .....	152 00	144 00		80 00	104 00	144 00	132 00	72 00
Morgan .....	72 00	198 00						54 00
McDowell .....	144 00							
Nicholas .....	198 00			72 00				
Ohio .....								16 00
Pendleton .....	892 00	564 00	216 00	248 00	72 00	116 00		
Pleasants .....		480 00		204 00				
Pocahontas .....	216 00		216 00	216 00	72 00	72 00		
Preston .....	1,990 00	584 00	1,643 85	944 05				120 00
Putnam .....								
Raleigh .....		306 00	30 00	63 00		54 00	28 00	
Randolph .....	152 00	225 00	234 00	204 00				
Ritchie .....	495 00	650 00	566 00	865 00				
Roane .....			172 00	213 50				
Summers .....	180 00	54 00	54 00	54 00	72 00		252 00	162 00
Taylor .....	200 00	25 00	100 00				100 00	100 00
Tucker .....	288 00	54 00	144 00	72 00				
Tyler .....	372 00	739 50	172 00	388 00				
Upshur .....	156 00							
Wayne .....	272 00	144 00	72 00	324 00			72 00	
Webster .....	162 00	54 00	162 00					
Wetzel .....		182 00		80 00				
Wirt .....	86 00			165 00				
Wood .....			315 00				1,191 00	
Wyoming .....	135 00	332 10		63 00				
Wheeling City .....								
Charleston City .....								
Huntington City .....						280 00		
Martinsburg City .....						30 00		
Totals .....	\$11,264 60	\$10,701 31	\$8,700 10	\$9,198 05	\$1,105 54	\$2,101 10	\$2,500 61	\$1,602 00

NOTES

TABLE I. Continued.

*Disbursements of Teachers' Fund.*

COUNTIES.	For Sheriffs Com- mission at 5 per cent.		For interest Paid by Sher- iffs on orders when no funds Due.		For Delinquent List of Real and Personal Prop- erty.		For Exone- rations.	
	1889	1890	1889	1890	1889	1890	1889	1890
Barbour.....	396 84	308 00		46 33	62 53	82 00	2 72	
Berkeley.....	411 52	553 43			53 72	129 58	78 55	104 04
Boone.....	123 87	123 13			162 25		11 76	24 83
Braxton.....	173 44	263 61			96 69	766 67	19 53	8 10
Brooke.....	524 24	483 82			7 94	9 37	1 58	3 06
Cabell.....	649 13	542 27			277 20	161 79	1 87	5 97
Calhoun.....	37 71	109 34			78 67	132 51		1 18
Clay.....	66 47	91 82			53 05	114 70		1 81
Doddridge.....	132 61	176 22			35 48	31 00	86 39	9 77
Fayette.....	615 48	704 44			584 29	488 34	22 11	73 92
Gilmer.....	150 84	197 96			64 50	108 02	7 18	29
Grant.....	165 22	222 31			6 17	11 50	55	
Greenbrier.....	577 70	763 96			50 53	83 26	44 86	
Hampshire.....	30 72	376 03			24 10	5 64	67	2 13
Hancock.....	269 33	827 90			25 59	18 76	9 41	11 30
Hardy.....	181 53	272 57			9 28	6 50	1 14	10 46
Harrison.....	675 34	966 74			127 51	126 02	20 96	5 42
Jackson.....	521 00	796 18			79 44		2 50	
Jefferson.....	542 47	596 40			38 37	69 88	68	
Kanawha.....		1,232 97			2,447 96	2,825 06	104 42	98 23
Lewis.....	357 32	437 00				36 53		32 83
Lincoln.....	135 16	237 06			614 54	1,036 23	2 82	7 79
Logan.....	151 38	247 19			39 55			
Marion.....	458 76	692 20			51 18	9 63		285 77
Marshall.....	686 87	997 69	185 20		69 52	61 13	113 52	385 77
Mason.....	709 73	862 54			368 83	379 30	31 54	598 82
Mercer.....	142 79	370 83				90 49	19 56	
Mineral.....	451 83	699 20			29 29	58 17	3 40	4 92
Monongalia.....	368 80	563 01			49 98	29 08	16 05	10 88
Monroe.....	376 96	468 24			89 72	1 6 43	11 81	2 21
Morgan.....	230 26	234 41	97 62		5 96	19 14	7 26	9 78
McDowell.....	104 71	108 00			31 64	180 79	119 00	
Nicholas.....	168 58	214 20			210 38	262 03	14 30	20 79
Ohio.....	465 71	599 76			66 98	29 43	75	12 94
Pendleton.....	111 69	177 84			7 97	11 49	13 96	7 39
Pleasants.....	75 04	179 43			25 86	65 76	40	12 88
Pocahontas.....	140 01	218 11			79 02	60 56	70 46	
Prescon.....	511 70	777 28			104 65	152 82	1 27	28 84
Putnam.....		539 64				208 34		3 58
Raleigh.....	215 18	263 47			1,086 51	57 13		6 17
Randolph.....	184 37	294 53		54	441 83	546 56	1 73	
Ritchie.....	397 09	617 83		766 47	182 31	132 80	70 18	
Roane.....	258 10	362 32			82 51	157 51	16 66	31 44
Summers.....	234 9	443 75			65 92		19 69	30 00
Taylor.....	439 08	453 20	127 21		90 66	80 27	2 63	21 05
Tucker.....	130 29	172 51			83 65	87 14	11 49	
Tyler.....	253 60	419 43			64 79	21 24	63 0	26 06
Upshur.....	217 33	371 56		93 39	25 69	58 65	37 55	48 95
Wayne.....	335 08	501 40			85 83	129 97	25 36	42 37
Webster.....	113 93	119 48			727 09	912 03		
Wetzel.....	290 58	590 38			101 89	186 85	8 78	34 75
Wirt.....	190 63	258 61			60 43	102 96	12 01	2 63
Wood.....	979 42	1,268 96	117 41		355 80	372 10	13 02	122 49
Wyoming.....	103 16	78 19			81 55	1 46	54 53	
Wheeling City.....	1,588 01	1,707 91			488 25	1,103 88	1,225 55	1,430 05
Charleston City.....	459 87	553 21		140 00	560 64	774 65	485 77	30 11
Huntington City.....		471 39				156 16		176 91
Martinsburg City.....	266 23	264 32		200 00		33 20	134 42	57 99
Totals.....	\$18,807 58	\$28,681 41	\$427 44	\$1,246 73	\$10,733 66	\$12,923 24	\$2,925 40	\$3,465 40

\*Reported as orders presented examined and canceled and should not have been included in this column. It is retained to preserve the balances.

††Transferred pupils. ‡½ per. cent. discount allowed sheriff for prompt payment.

TABLE I.—Continued.

*Disbursement of Teachers' Fund.*

Counties.	For amount (if any) Overdrawn the year be- fore.		Total Disburse- ments and Charges on Teachers' fund.		Increase	Balance in Treas- ury at close of year.		Amount Overdrawn (if any) in the year.	
	1889	1890	1889	1890		1889	1890	1889	1890
Barbour	\$ 647 86	\$ 385 10	\$11,639 70	\$12,330 67	\$ 690 97	\$ 2,968 24	\$ 568 36	\$.....	\$ 306 46
Berkeley	29 98		14,649 77	15,625 85	976 08	799 96	848 58	183 66	67 41
Boone			5,819 24	7,524 61		804 21	697 15		13 89
Braxton	552 89		11,554 90	12,184 51	629 61	1,473 47	983 54		2 86
Brooke		50 00	11,484 66	11,399 63		4,838 02	5,416 35		
Cabel	15 09	46 10	23,880 94	15,608 13		3,482 21	2,026 62	04	520 85
Calhoun			6,019 38	6,634 03	614 65	1,331 28	1,206 46		
Clay		24 72	4,039 72	3,939 55		537 58	753 40	87 70	
Doddridge			10,311 48	9,758 49		1,690 45	950 07		501 86
Fayette	8 59	18 92	22,241 07	25,062 22	2,821 15	9,806 42	5,073 68		449 73
Gilmer			8,203 42	8,696 57	493 15	1,600 28	1,575 24		
Grant			6,652 94	7,027 81	374 87	1,378 13	1,002 79		
Greenbrier		157 28	21,384 79	20,980 48		1,414 25	2,861 61	134 22	
Hampshire		116 79	11,922 49	13,845 20	1 922 71	2,041 08	323 84	5 71	237 23
Hancock			7,968 53	7,870 16		580 32	1,179 14		
Hardy	22 50		8,028 15	8,351 03	302 88	391 35	518 06		125 65
Harrison		128 69	26,420 81	29,465 12	3,045 31	6,156 25	3,704 41	01	188 32
Jackson			22,222 46	21,252 68		4,184 01	2,120 60	897 53	
Jefferson	312 12		19,381 95	18,940 46		2,902 46	1,451 74	84 50	38 91
Kanawha	248 48		49,132 49	48,283 26		5,345 49	3,800 74	79 65	269 38
Lewis	695 10	289 34	15,694 52	16,598 95	904 43	1,408 55	732 31		141 35
Lincoln	60 00	139 59	9,714 52	10,214 11	499 59	3,070 62	3,344 74	327 32	
Logan		46 97	6,791 56	9,316 06	2,324 50	3,231 15	2,537 13		133 41
Marion			20,288 77	20,855 33	566 56	2,510 72	1,662 18	13 35	7 14
Marshall	0 76		24,905 68	27,665 09	2,669 41	4,695 50	4,170 31		
Mason	252 10		28,067 15	30,145 66	2,078 51	3,076 03	1,057 00	29 55	405 83
Mercer			10,603 35	11,873 57	1,270 22	1,632 93	2,269 80		19 53
Mineral		116 60	15,455 88	17,306 99	1,851 11	691 91	1,676 58		
Monongalia	63 18		15,773 91	16,214 60	440 69	1,156 42	1,040 75	14 73	15 13
Monroe	10 58	182 00	14,503 07	14,520 88	17 81	862 42	584 01	156 07	93 91
Morgan		40 92	7,581 77	8,036 45	454 68	441 64	1,069 19		
McDowell			4,701 10	4,988 19	287 09	714 13	368 01		138 53
Nicholas	1,681 81	1,370 10	9,742 57	9,772 12	29 55	457 78	2,125 91	699 92	
Ohio		31 36	12,643 54	14,710 60	2,067 06	669 24	272 04	31 36	564 54
Pendleton			7,794 59	8,147 72	353 13	537 00	352 56		64 94
Pleasants			5,914 30	6,522 03	607 73	1,290 41	1,083 55	6 20	
Pocahontas	13 41	263 26	6,921 94	7,635 93	714 03	695 72	823 09	719 54	
Preston	136 04	79 93	21,749 22	23,948 92	2,199 70	1,911 23	1,474 10	405 09	453 00
Putnam	29 99		14,631 69	17,783 31	3,151 32	3,752 61	2,472 55	142 81	525 77
Raleigh	4 14		10,583 68	9,146 22		1,837 17	435 67		196 00
Randolph	69	203 53	10,218 62	10,104 89		592 12	854 89	114 28	27 80
Richie	77 83	259 18	18,106 41	19,393 98	1,287 57	993 38	1,247 51	389 37	391 69
Roane			13,762 02	13,428 08		1,871 47	1,538 25		146 59
Summers			13,458 76	12,923 50		4,050 33	3,170 30		
Taylor	290 93	377 48	14,257 44	14,484 00	226 56	2,231 93	1,584 44		649 56
Tucker			5,353 47	5,826 65	473 18	1,432 64	1,887 79		235 22
Tyler			11,604 39	12,705 73	1,101 34	1,110 51	367 10		486 38
Upshur	40 33	41 75	11,002 15	12,866 04	913 89	1,572 20	534 20	80 53	258 70
Wayne		162 71	16,738 57	20,162 20	3,423 63	4,010 48	2,617 48		1,525 69
Webster		36 15	5,040 77	5,107 66	66 89	2,878 06	1,902 02		
Wetzel	10 35	277 76	15,387 69	17,604 19	2,220 59	2,291 55	2,184 97		223 24
Wirt	38 16		8,796 23	9,428 80	692 57	1,403 31	590 26	70 75	
Wood			39,493 33	41,480 61	1,987 21	4,742 59	2,484 28		166 64
Wyoming			6,144 66	4,259 53		1,176 86	1,753 99		
Willing Co's	5,157 14	49 53	75,732 38	12,103 76		861 91	7,206 60		
Wh'ou Co's	1,130 00	19 70	14,216 28	14,840 17		124 72	1,363 81		
Hun'g Co's			11,97 39				388 30		
Mart'g Co's	200 00	36 85	8,212 83	8,867 36	654 53	521 73	589 47		
Totals	12,688 58	4,932 31	858,067 04	895,201 67	*39,134 63	119,788 33	97,866 52	4,817 89	9,613 20

\*Net Increase.

TABLE J.

*Statement of the Receipts of the Building Fund for the Years ending June 30, 1889, and June 30, 1890, Compared Respectively.*

Counties.	From balance in Treasury at the close of last School Year.		From levy on total valuation of Real and Personal property.		From Railroad Tax.		From red'imp-quant lands.		From Sale of delinquent lands, net.		From other districts transferred pupils.		From all other sources.		Total receipts of building fund from all sources.	
	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Barbour.	\$ 1,383 11	\$ 1,748 90	\$ 4,412 03	\$ 4,481 52	\$	\$	\$	\$	\$ 63 23	\$ 2 00	\$ 73 71	\$ 13 84	\$ 36 38	\$ 45,418 93	\$ 6,007 33	\$11,648 65
Berkeley.	1,366 75	2,254 00	4,997 04	5,431 55	497 04	400 08						64 69	40 83	31 00	6,616 92	8,183 92
Boone	450 10	782 24	1,791 11	1,368 08									70 70		2,248 91	2,150 32
Broxton.	2,023 12	1,359 04	5,347 48	3,786 95	392 40	455 56						6 64	173 61	40 91	8,028 44	7,796 32
Broxton.	1,396 24	2,319 43	2,294 18	3,786 95											7,479 27	6,619 76
Cabell.	3,815 79	2,318 41	12,604 94	5,345 86	1,451 06	788 81							1,368 50		100 00	17,576 60
Calhoun.	1,991 19	1,478 86	2,571 98	2,791 51											4,563 17	8,549 58
Clay	704 89	872 12	1,684 93	1,684 93											24 14	6,071 00
Dowdridge.	3,175 75	2,291 55	5,905 17	5,890 35									188 58		3,384 48	6,628 67
Fayette.	4,041 82	2,476 38	8,744 80	7,689 15									247 90		16,073 00	16,051 29
Glimer.	1,041 76	576 18	3,006 24	2,440 02											4,106 14	8,526 83
Grant.	1,139 51	1,012 71	2,632 30	2,632 30											514 13	7,921 81
Greenbrier.	3,320 79	1,204 25	6,296 78	5,890 32											3,936 89	8,581 98
Hampshire.	1,536 75	1,414 15	2,313 25	2,568 37											4,426 65	7,921 81
Hancock	1,161 49	873 81	2,868 51	4,315 27											11 80	4,250 87
Hardy.	1,000 89	649 54	1,960 24	2,536 57											369 40	4,250 87
Harrison.	5,431 61	4,930 95	9,743 54	8,300 50											62 75	14,171 70
Jackson.	3,437 93	3,181 09	10,255 67	9,411 09											77 69	14,171 70
Jefferson.	8,432 93	8,275 72	15,514 90	15,956 32											10 00	14,171 70
Kanawha	8,627 68	4,105 78	16,041 77	15,956 32											68 89	14,171 70
Lewis.	1,616 76	1,122 55	4,105 78	4,105 78											187 14	14,171 70
Lincoln.	3,214 05	2,265 41	5,884 70	4,704 05											237 77	14,171 70
Logan.	847 00	1,095 49	3,137 81	3,074 69											85 50	14,171 70
Marion.	3,854 43	3,638 86	7,482 13	6,681 33											30 00	14,171 70
Marshall.	6,427 87	2,994 24	5,263 50	6,638 30											12,500 80	14,704 76
Mason.	1,772 67	6,219 73	10,531 09	13,162 98											13,053 65	17,497 75
Mercer.	1,195 60	628 10	4,545 29	5,340 62											7,458 53	8,053 56
Mineral.	1,915 42	2,581 12	4,508 02	4,806 51											10,982 51	9,767 21
Monongalia	2,905 42	2,581 12	7,836 94	7,037 64											11,414 99	9,777 04
Monroe	2,974 35	350 92	6,203 61	6,203 61											6,182 48	6,684 61
Morgan	739 85	351 87	1,807 45	2,083 61											8,979 29	8,804 75
Morgan	285 18	275 71	1,409 13	1,247 16											1,717 25	1,791 08
McDowell.	1,430 81	714 40	2,946 43	2,772 63											4,646 65	4,165 98

TABLE J.—Continued.  
Statement of the Receipts of the Building Fund.

Counties.	From balance in Treasury at the close of last School Year.		From levy on total valuation of Real and Personal Property.		From railroad tax.		From redemption of delin't lands.		From sale of delin't lands, net.		From other districts for transferred pupils.		From all other sources.		Total receipts of building fund from all sources	
	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Ohio.....	\$ 670 47	\$ 761 35	\$ 5,206 32	\$ 6,025 04	\$ 378 97	\$ 506 23	\$ 3 22	\$ 44 70	\$ 4 70	\$ 44 70	\$ 5 00	\$ 5 00	\$ 126 61	\$ 100 90	\$ 6,255 76	\$ 7,345 54
Pendleton.....	839 45	522 81	2,519 51	2,634 30	672 85	100 81	1 51	5 48	5 48	5 48	100 90	100 90	4,039 57	3,204 95	3,485 57	3,204 95
Pleasant.....	1,315 71	723 81	2,621 52	3,238 91	1,497 91	100 81	1 51	47 45	47 45	47 45	180 10	180 10	2,834 98	4,089 41	2,834 98	4,089 41
Pocahontas.....	1,337 02	723 81	1,497 91	1,836 15	1,497 91	1,836 15	1 51	47 45	47 45	47 45	180 10	180 10	2,834 98	4,089 41	2,834 98	4,089 41
Preston.....	2,039 10	3,513 40	7,538 21	8,897 11	1,691 83	1,866 04	18 46	1 04	1 04	1 04	394 53	394 53	11,363 14	14,077 59	9,742 69	8,780 07
Putnam.....	1,679 57	2,038 96	6,602 41	5,533 18	1,362 25	772 83	221 60	4 50	4 50	4 50	508 85	508 85	4,691 19	4,167 60	5,705 00	6,523 58
Raleigh.....	1,108 83	461 81	3,045 73	3,548 22	1,362 25	772 83	221 60	4 50	4 50	4 50	508 85	508 85	4,691 19	4,167 60	5,705 00	6,523 58
Randolph.....	675 30	1,190 28	4,903 15	5,063 21	1,066 38	1,203 91	15 68	8 80	8 80	8 80	37 00	37 00	431 91	137 78	6,214 72	5,357 81
Ritchie.....	1,793 44	3,401 28	7,856 57	7,750 26	1,066 38	1,203 91	15 68	8 80	8 80	8 80	37 00	37 00	431 91	137 78	6,214 72	5,357 81
Roane.....	1,612 70	1,024 55	4,598 02	4,642 13	1,066 38	1,203 91	15 68	8 80	8 80	8 80	37 00	37 00	431 91	137 78	6,214 72	5,357 81
Summers.....	2,171 03	1,024 55	4,598 02	4,642 13	1,066 38	1,203 91	15 68	8 80	8 80	8 80	37 00	37 00	431 91	137 78	6,214 72	5,357 81
Taylor.....	2,709 66	5,078 50	4,187 42	4,117 09	1,687 73	1,622 31	15 68	8 80	8 80	8 80	37 00	37 00	431 91	137 78	6,214 72	5,357 81
Tucker.....	625 86	625 94	2,671 00	2,793 22	327 40	588 16	133 46	40 00	2 70	2 70	41 00	41 00	31 00	986 24	8,088 30	12,589 77
Tyler.....	1,041 14	1,574 64	5,223 02	6,140 17	222 07	188 27	133 46	40 00	2 70	2 70	41 00	41 00	31 00	986 24	8,088 30	12,589 77
Upshur.....	1,332 53	1,574 64	4,544 29	4,644 62	222 07	188 27	133 46	40 00	2 70	2 70	41 00	41 00	31 00	986 24	8,088 30	12,589 77
Wayne.....	1,780 78	3,275 12	6,567 89	5,507 06	222 07	188 27	133 46	40 00	2 70	2 70	41 00	41 00	31 00	986 24	8,088 30	12,589 77
Webster.....	1,224 83	444 22	1,941 95	2,089 19	951 36	594 67	492 54	40 00	2 70	2 70	41 00	41 00	31 00	986 24	8,088 30	12,589 77
Weitzel.....	1,037 81	639 87	9,537 82	8,304 04	951 36	594 67	492 54	40 00	2 70	2 70	41 00	41 00	31 00	986 24	8,088 30	12,589 77
Wirt.....	774 16	1,167 58	5,198 36	4,958 03	951 36	594 67	492 54	40 00	2 70	2 70	41 00	41 00	31 00	986 24	8,088 30	12,589 77
Wood.....	5,294 26	7,300 25	23,871 03	25,230 99	2,556 18	1,883 74	66	8 00	8 00	8 00	16 623 55	16 623 55	24,215 03	16,805 47	24,215 03	16,805 47
Wyoming.....	4,770 03	8,040 81	24,351 60	35,338 59	378 74	515 12	11 98	23 59	156 07	185 64	512 69	512 69	45,759 01	39,407 21	45,759 01	39,407 21
Willing City.....	4,005 12	8,040 81	24,351 60	35,338 59	378 74	515 12	11 98	23 59	156 07	185 64	512 69	512 69	45,759 01	39,407 21	45,759 01	39,407 21
Chas'n City.....	7,015 85	7,840 42	6,423 44	7,597 05	7 89	13 98	11 98	23 59	156 07	185 64	512 69	512 69	45,759 01	39,407 21	45,759 01	39,407 21
Hun'n City.....	631 02	1,565 48	5,122 41	4,406 12	1,068 95	899 14	11 98	23 59	156 07	185 64	512 69	512 69	45,759 01	39,407 21	45,759 01	39,407 21
Martig City.....	631 02	1,565 48	5,122 41	4,406 12	1,068 95	899 14	11 98	23 59	156 07	185 64	512 69	512 69	45,759 01	39,407 21	45,759 01	39,407 21
Totals.....	116,127 18	108,881 52	326,923 65	347,617 27	32,440 83	32,202 25	1,175 89	2,299 87	1,187 90	2,798 09	1,011 33	1,827 13	47,954 68	31,351 54	526,821 95	526,987 72

## TABLE K.

*Disbursement of Building Fund for the Years Ending June 30, 1889 and June 30, 1890.*

COUNTIES.	FOR PERMANENT IMPROVEMENTS.											
	Amount Paid on Bonded Debt.		For Land.		For Houses.		For Furniture.		For Apparatus.		Total for Permanent Improvement.	
	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Barbour.....	\$ 5.0 0	\$ 15.50	\$ 984.25	\$ 4,434.17	\$ 257.58	\$ 417.50	\$ 30.00	\$ 1,271.83	\$ 5,897.17			
Berkeley.....	35.00	115.00	470.00	2,400.24	727.83	319.76	86.79	1,232.83	2,414.79			
Boone.....			701.00	3,391.00				1,701.00	2,860.00			
Branton.....		716.00	3,725.01	3,319.99	16.46	207.75	103.00	8,014.49	3,671.66			
Brooke.....	215.35	215.35	1,037.03	5,118.23	167.01	76.25	13.45	77.92	2,389.91			
Cabell.....	215.00	16.00	5,216.98	1,868.23	618.70	485.46	4,230.75	30.76	1,229.67			
Calhoun.....	8.00	131.00	1,232.98	2,791.50	64.16	16.00	28.37	10,317.47	2,324.91			
Clay.....			1,565.75	975.40	40.18	16.00	87.00	1,362.61	3,631.55			
Doddridge...	629.75	181.75	1,326.46	3,609.00	123.63	517.98		2,344.34	1,031.05			
Fayette.....	280.00	218.15	7,452.31	3,509.54	1,439.23	1,918.91	76.50	9,077.54	4,417.02			
Gilmer.....	45.00	95.00	1,720.88	1,357.50	129.55	110.31		1,332.83	5,085.33			
Grant.....	12.50	46.00	1,016.00	1,357.50	219.10	231.61	36.35	1,237.60	1,075.03			
Greensbrier..			2,113.86	1,970.50	106.23	113.59	100.85	1,247.60	1,269.69			
Hancock.....	5.00		590.00	1,570.50				878.73	1,614.69			
Haucock.....	306.88	300.00	1,305.85	327.63	57.00	157.12	159.00	603.84	1,598.69			
Hardy.....		115.00	3,794.28	390.00	43.00			1,362.85	818.12			
Harrison.....		60.00	17,350.00	2,451.70	889.23	609.19	241.00	3,043.24	3,403.24			
Jackson.....	10,000.00	39.10	1,359.20	5,117.15	1,493.86	1,006.30	205.90	5,622.95	6,522.95			
Jefferson.....		55.00	2,400.00	3,051.31	716.60	421.07	21.50	30,777.00	7,039.92			
Kanawha.....	311.89	574.00	7,227.69	4,139.87	1,824.15	1,716.95	262.68	2,223.84	1,865.73			
Lewis.....	40.00	132.00	1,494.93	1,698.83	86.35	134.90		9,654.91	2,021.30			
Lincoln.....			1,349.75	1,351.39	291.57	228.10	188.86	2,021.30	1,051.11			
Logan.....		58.00	1,016.00	2,775.00	95.00	66.85	69.72	1,799.68	2,914.45			
Marion.....			2,742.61	2,020.50	1,305.00	1,454.80	4.60	1,084.45	3,751.81			
Marshall.....	139.46	143.86	1,725.17	694.00	677.71	1,195.68	102.55	4,163.13	3,105.79			
Mason.....	105.00	106.00	4,782.17	2,024.00	443.95	883.48	1,810.18	3,002.54	2,877.48			
Mercer.....	32.50	120.00	4,782.17	5,053.43	337.90	143.00	60.00	2,915.48	5,373.53			
Mineral.....	5.00	7.50	675.00	1,620.15	251.20	420.70	57.10	5,283.57	1,333.78			
Monongalia...	1,000.00	140.00	3,561.72	2,857.37	1,181.62	982.60	863.54	5,284.88	4,482.45			
Monroe.....		64.50	1,559.69	1,159.69	621.75	651.00	63.00	2,258.75	1,890.09			
Morgan.....		57.00	1,567.50	1,013.00	109.95	342.63	31.50	1,365.63	1,620.49			
McDowell.....		20.50	830.93	1,013.00	69.80	37.00	38.00	1,938.08	687.75			
McDowell.....		9.00	971.60	1,411.47	104.69	70.02	33.50	1,347.11	1,701.99			
Nicholas.....	311.82	230.00	118.90	4,615.00	436.15	332.63	415.75	1,556.80	1,640.49			



TABLE K.—Continued.  
Disbursement of Building Fund.

COUNTIES.	FOR PERMANENT IMPROVEMENTS.											
	Amount Paid on Bonded Debt.		For Land.		For Houses.		For Furniture.		For Apparatus.		Total for Permanent Improvement.	
	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Pendleton	.....	.....	21 00	14 10	1,597 00	1,276 00	105 18	156 85	.....	.....	1,723 18	1,446 43
Pleasants	.....	.....	16 75	.....	1,077 00	319 93	114 16	437 2	.....	31 00	1,207 91	778 14
Pocahontas	.....	.....	10 00	.....	759 00	1,011 20	160 31	166 75	.....	.....	935 31	1,167 45
Preston	.....	.....	.....	8 00	1,717 37	1,912 50	1,458 63	1,337 71	.....	942 20	3,176 00	4,200 41
Putnam	.....	.....	280 00	5 00	2,763 28	1,336 33	1,011 55	416 72	.....	.....	4,212 66	1,985 49
Raleigh	.....	.....	11 00	17 00	1,767 91	1,669 10	2,026 39	534 51	267 84	49 97	2,112 75	2,027 87
Randolph	.....	.....	.....	27 65	1,669 10	1,852 87	166 30	203 33	30 74	120 96	1,257 04	2,204 81
Ritchie	.....	.....	40 00	50 00	3,825 93	2,941 32	549 36	291 10	.....	22 50	4,782 49	3,282 42
Roane	.....	.....	.....	25 00	1,751 00	2,347 91	533 35	297 59	.....	.....	2,525 35	3,222 73
Summers	367 20	.....	.....	50 01	1,751 00	1,343 75	454 88	137 32	.....	.....	3,253 60	1,691 34
Taylor	450 00	.....	22 50	35 00	2,414 00	1,938 86	271 75	137 68	832 22	302 00	3,111 75	2,673 04
Tucker	316 82	.....	40 00	.....	674 50	150 00	96 10	293 50	.....	.....	1,066 04	448 50
Tyler	616 15	.....	13 25	2 00	1,126 05	1,266 05	1,039 55	257 64	8 57	116 50	2,912 00	1,568 19
Upshur	588 50	.....	43 00	31 10	673 78	1,264 08	122 67	93 42	49 00	177 27	1,475 85	1,833 39
Wayne	.....	.....	109 00	153 75	2,985 45	2,666 05	143 40	104 03	50 00	.....	3,337 85	3,867 20
Webster	.....	.....	.....	.....	1,066 85	819 19	89 77	.....	81 55	.....	1,238 27	819 19
Weikel	.....	.....	102 00	67 66	5,631 01	2,174 26	1,180 78	1,115 94	.....	642 85	6,916 79	4,101 98
Wirt	231 33	.....	20 10	25 00	1,103 71	1,042 00	373 23	332 55	.....	155 55	1,728 27	1,924 38
Wood	.....	.....	8,142 18	187 00	4,447 05	10,532 83	15 75	1,566 93	131 76	34 82	16,031 44	12,074 68
Wyoming	.....	.....	5 00	.....	440 38	722 40	8 85	.....	60	.....	461 73	713 35
Wyoming City	.....	.....	9,989 58	.....	14,276 50	17,105 12	3,540 95	935 05	.....	.....	33,746 54	17,195 13
Charleston City	.....	.....	4,200 00	.....	28,249 99	8,333 89	599 65	1,976 54	.....	200 00	10,300 93	1,157 60
Huntington City	698 60	.....	.....	857 00	.....	.....	.....	.....	.....	.....	169 00	8 14
Martinsburg City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals	\$ 15,830 05	\$ 3,146 56	\$ 28,243 41	\$ 4,408 18	\$ 161,757 08	\$ 137,544 20	\$ 430,752 06	\$ 255,199 67	\$ 9,179 13	\$ 7,801 44	\$ 218,113 70	\$ 174,600 98

\*This amount is included in the School Fund of Wheeling. It is not included in the total here.

**TABLE K.—Continued.**

## Disbursement of Building Fund.

COUNTIES.		FOR CURRENT EXPENSES.											
Paid for Rent.		For Repairs.		For Fuel.		For Sweeping Houses and Building Fires.		For Interest on bonded debt and orders unpaid for cause of no funds.		For Cont'gencies		Total for Current Expenses.	
1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Barbour	\$ 30 00	\$ 74 81	\$ 870 83	\$ 565 67	\$ 533 11	\$ 712 34	\$ 703 00	\$	\$ 807 50	\$ 370 90	\$ 838 12	\$ 2,880 72	\$ 3,312 56
Berkley	83 00	422 06	491 15	933 54	790 61	779 06	620 17	5 76	5 76	277 80	828 14	2,445 78	2,535 86
Boone	2 28	141 50	57 15	285 86	285 86	41 60	10 90			67 00	113 97	2,445 78	2,535 86
Braxton	16 00	384 72	273 22	708 11	741 70	385 07	513 96	295 43	33 99	325 67	761 69	2,119 36	2,170 50
Brooke	12 00	41 89	41 90	40 12	40 65	395 35	712 00	140 00	115 00	357 75	161 59	8,053 89	8,051 80
Calhoun	82 50	624 36	798 83	1,301 38	837 81	1,073 27	562 54	123 07	115 00	490 31	242 56	3,481 78	2,284 74
Calloway	4 00	144 07	34 60	271 74	391 06	123 07	183 85			56 20	149 45	605 08	720 96
Cecil	4 00	144 07	262 40	227 13	279 98	50 55	93 00			235 36	56 63	640 50	730 67
Doddrige	15 88	41 05	655 32	765 41	1,169 36	546 06	706 93	56 41	60 00	354 87	480 29	2,194 79	3,069 90
Durham	18 00	47 04	685 17	1,225 59	961 73	477 90	387 45	15 07		175 63	403 87	8,477 28	8,440 81
Fayette	83 00	844 58	276 19	470 38	477 74	77 90	387 45			1,041 85	403 87	1,514 92	1,491 37
Franklin	15 00	178 97	76 46	449 83	394 01	258 36	202 65			1,753 63	115 85	1,105 45	762 50
Green	171 00	612 28	310 52	1,154 70	974 89	648 26	601 23	35 30	35 30	692 17	439 15	3,579 08	2,528 21
Hampshire	40 23	286 71	417 51	841 46	876 83	118 41	223 50	25 66	66 01	174 62	114 66	1,340 31	1,340 31
Hancock		1,064 95	518 09	343 73	377 80	484 07	557 25			245 86	169 97	1,443 71	1,443 71
Harris		114 58	137 88	337 44	289 87	48 67	13 00			338 08	121 66	856 37	949 44
Harrison	47 50	862 82	134 25	844 41	9 65	48 67	13 00			579 91	849 47	3,714 39	4,905 96
Jefferson		1,473 31	600 65	1,465 01	1,248 95	1,379 75	1,520 95	42 08	42 08	540 11	791 36	4,736 77	8,385 57
Kanawha	172 25	2 68	808 95	972 22	914 12	789 67	796 16			389 40	274 21	2,540 59	3,117 43
Kearney	28 54	2 59	621 86	695 60	726 57	980 83	980 50	41 51	228 13	718 18	1,859 20	6,711 11	7,425 40
Lewis	8 00	577 43	272 46	405 79	413 79	281 95	366 25	59 82		470 06	240 27	2,968 79	2,628 88
Lincoln		564 22	169 72	357 28	590 15	49 50	74 00			93 71	70 75	1,398 67	1,532 25
Logan		131 25	169 72	357 28	590 15	49 50	74 00	188 46		167 16	33 70	1,903 65	801 57
Marion	50 23	1,727 46	1,408 39	947 02	9 88	1,221 94	1,265 85			546 67	1,153 47	4,496 34	4,914 86
Marshall	55 00	1,707 42	2,050 90	1,560 90	1,764 25	1,510 20	1,708 80	478 67		681 52	681 52	5,872 19	6,265 97
Mason	78 05	1,452 38	1,565 69	1,946 40	1,615 35	1,615 35	1,696 43			1,555 46	1,534 85	6,522 88	7,645 59
Mercer	110 00	384 51	55 64	345 74	251 40	6 00	6 00	587 92		125 14	732 62	973 89	7,645 59
Mineral	41 00	1,176 98	596 97	661 18	675 06	717 00	826 70			260 54	211 98	3,451 14	1,119 91
Monongalia	44 00	55 76	965 04	86 74	787 31	1,001 20	1,007 23	380 00		258 99	205 54	2,717 71	2,697 12
Monroe	32 00	178 83	461 16	1,019 43	971 93	445 24	617 17			220 19	226 63	2,904 53	2,284 89
Morgan	7 50	788 00	140 16	436 46	456 10	404 27	406 84	177 50		220 19	159 71	1,639 85	1,162 51
Montgomery	24 00	60 15	10 00	10 00		10 00				61 85	75 85	1,418 46	1,418 46
Mr. Nichols	26 50	265 26	269 78	431 43	407 08	179 24	63 40	289 03		123 60	204 75	1,003 48	45 80



TABLE K.—Continued.

*Disbursement of the Building Fund.*

FOR TRANSACTING THE SCHOOL BUSINESS.														
COUNTIES.	For Per Diem of Members of B.E.		For Secretary's Salary.		For Secretary's Annual Report.		For Sheriff's Commission.		For Enumeration.		For Fee Bills and Other Business Expenses.		Total for Transacting the Business.	
	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Barbour.....	162 00	120 00	125 00	123 00	0 00	90 00	218 59	221 06	.....	.....	50 60	103 44	646 19	657 50
Berkey.....	108 00	108 00	90 00	60 00	60 00	60 00	270 88	293 90	.....	.....	147 00	110 35	675 88	677 25
Boone.....	90 00	90 00	75 00	75 00	50 00	50 00	49 71	86 96	.....	.....	.....	.....	304 71	301 94
Braxton.....	108 00	108 00	75 00	85 00	50 00	60 00	263 75	283 50	1 50	3 12	10 00	5 00	517 25	541 32
Brooke.....	49 50	40 50	45 00	45 00	50 00	50 00	394 15	212 60	.....	.....	30 28	871 65	458 91	458 91
Cabell.....	123 00	123 00	115 00	90 00	80 00	70 00	688 02	515 74	28 50	.....	131 11	7 00	1,105 63	805 74
Calhoun.....	91 50	91 50	75 00	60 00	50 00	50 00	87 07	127 07	2 75	.....	.....	.....	298 91	328 57
Clay.....	90 00	90 00	75 00	75 00	50 00	50 00	71 99	83 74	.....	.....	59 60	44 35	355 59	348 00
Dodridge.....	144 00	144 00	120 00	120 00	80 00	80 00	363 05	573 30	4 00	6 00	76 30	68 76	788 04	792 15
Fayette.....	115 50	123 00	105 00	105 00	70 00	70 00	601 79	659 63	2 00	.....	14 23	95 24	913 52	913 52
Gilmer.....	84 00	90 00	75 00	75 00	40 00	40 00	151 89	119 09	.....	.....	70 10	.....	431 80	334 00
Grant.....	124 00	102 00	85 00	70 00	40 00	30 00	311 08	321 54	12 00	.....	.....	.....	417 50	354 00
Greenup.....	180 00	180 00	170 00	150 00	100 00	100 00	321 08	321 54	.....	.....	.....	.....	817 50	817 50
Hampshire.....	122 50	118 50	105 00	105 00	70 00	70 00	122 82	163 38	.....	.....	72 11	202 44	594 38	601 27
Hancock.....	70 50	102 00	75 00	75 00	50 00	50 00	142 85	215 38	.....	.....	226 51	15 85	473 73	473 73
Hardy.....	60 00	61 50	60 00	60 00	40 00	40 00	87 71	127 50	.....	.....	10 20	20 89	273 77	312 89
Harrison.....	222 00	213 00	210 00	180 00	185 00	125 00	530 62	479 62	2 00	.....	164 75	146 62	1,264 37	1,154 24
Hickman.....	126 00	126 00	105 00	105 00	70 00	70 00	418 38	538 23	5 00	5 00	45 43	275 53	785 48	845 83
Jackson.....	90 00	81 00	75 00	80 00	50 00	50 00	263 86	352 29	.....	.....	38 25	413 00	513 11	546 83
Kanawha.....	162 00	204 00	185 00	165 00	100 00	110 00	780 50	660 61	.....	.....	24 50	161 40	609 54	702 34
Kearney.....	118 50	126 00	108 00	105 00	80 00	80 00	198 54	245 94	.....	.....	14 95	.....	489 89	475 01
Lewis.....	144 00	144 00	150 00	120 00	80 00	80 00	127 94	131 01	.....	.....	45 20	45 00	418 96	477 78
Lincoln.....	102 00	109 50	91 00	91 50	50 00	60 00	406 65	508 07	5 00	.....	10 00	.....	884 15	886 07
Marion.....	162 00	156 00	130 50	132 00	90 00	90 00	394 72	576 88	.....	.....	84 00	120 34	831 72	1,067 73
Marshall.....	150 00	145 50	135 00	135 00	90 00	90 00	551 79	653 32	20 00	4 50	114 00	90 60	1,329 29	1,414 82
Mason.....	273 50	276 00	280 00	245 00	140 00	140 00	296 03	322 60	.....	.....	44 00	.....	1,329 29	1,414 82
Mercer.....	90 00	90 00	80 00	75 50	50 00	50 00	206 79	368 31	4 00	4 50	99 30	143 50	687 83	728 90
Mingo.....	127 50	82 50	105 00	105 00	70 00	70 00	393 87	338 57	.....	.....	144 64	268 0	917 11	994 56
Monongalia.....	150 00	156 00	148 60	149 00	80 00	80 00	393 87	338 57	.....	.....	111 95	91 75	659 59	659 59
Mo. roe.....	111 00	108 00	90 00	90 00	60 00	60 00	255 39	309 84	.....	.....	151 95	84 84	528 14	528 14
Morgan.....	103 50	108 00	82 00	82 00	60 00	60 00	143 66	137 45	.....	.....	111 95	84 84	528 14	528 14



TABLE K.—Continued.

*Disbursements of the Building Fund.*

COUNTIES	CHARGES ON BUILDING FUND FOR DELINQUENTS, &c.							
	For Delinquent list of real and personal property		For Exonerations.		For Tuition of transferred pupils		Totals for delinquents, &c.	
	1889	1890	1889	1890	1889	1890	1889	1890
Barbour.....	\$ 89 15	\$ 62 09	\$ 1 30	.....	\$.....	\$ 26 84	\$ 40 45	\$ 88 93
Berkeley.....	80 95	77 56	60 89	14 39	43 00	24 64	134 84	116 50
Boone.....	100 96	36 73	.....	11 81	.....	.....	100 96	48 54
Braxton.....	119 42	675 90	19 78	4 90	.....	.....	139 18	680 80
Brooke.....	4 41	2 80	1 13	76	.....	.....	5 54	3 56
Cabell.....	293 49	139 63	3 05	9 70	87 20	47 80	383 74	197 13
Calhoun.....	66 29	186 33	.....	1 88	.....	.....	66 29	188 21
Clay.....	40 79	141 04	.....	.....	.....	.....	40 79	141 04
Doddridge.....	66 84	53 50	203 86	17 41	421 63	110 60	692 83	181 51
Fayette.....	493 19	457 16	18 71	78 45	.....	77 67	5 1 90	613 28
Gilmer.....	53 21	51 10	22 62	55	67 19	.....	143 02	51 65
Grant.....	4 92	34 80	.....	.....	.....	.....	4 92	34 80
Greenbrier.....	35 27	31 15	39 32	.....	178 44	108 10	253 03	137 25
Hampshire.....	8 43	2 84	1 35	1 15	.....	75 00	9 78	78 99
Hancock.....	11 50	12 25	10 80	18 49	.....	.....	22 80	30 71
Hardy.....	8 84	2 39	55	6 44	15 87	2 99	20 26	11 82
Harrison.....	121 27	92 94	7 74	2 50	.....	61 02	129 01	156 46
Jackson.....	16 31	77 08	.....	.....	.....	.....	16 31	77 08
Jefferson.....	12 30	44 73	2 06	4 92	171 70	254 84	186 04	304 49
Kanawha.....	1,796 98	2,612 88	152 03	749 43	3 00	15 00	1,952 01	3,377 31
Lewis.....	22 04	19 40	15 78	12 46	.....	.....	37 82	31 86
Lincoln.....	577 27	493 18	2 59	7 10	.....	.....	579 86	505 28
Logan.....	29 27	.....	.....	.....	.....	.....	29 27	.....
Marion.....	42 70	8 14	8 00	2 75	.....	.....	50 70	10 89
Marshall.....	31 87	46 17	15 77	96 38	99 82	117 31	147 46	259 86
Mason.....	203 53	215 66	48 20	629 07	.....	6 25	231 73	850 98
Mercer.....	.....	79 10	5 76	.....	.....	.....	5 76	79 10
Miner.....	16 65	27 02	3 28	3 91	23 32	51 42	43 25	82 85
Monongalia.....	49 50	20 62	13 39	9 29	45 01	.....	107 90	29 91
Monroe.....	64 43	98 80	6 82	1 26	121 75	.....	193 00	100 06
Morgan.....	13 71	11 59	8 69	4 69	24 25	64 82	46 65	81 10
McDowell.....	23 55	129 61	.....	.....	.....	.....	23 55	129 61
Nicholas.....	160 21	160 67	11 93	.....	61 78	51 25	223 92	214 92
Ohio.....	49 71	15 63	49 09	10 56	.....	5 00	98 80	31 19
Pendleton.....	5 56	6 26	5 96	6 16	.....	.....	11 52	12 42
Pleasant.....	65 03	39 84	40	2 80	.....	65 05	65 43	107 69
Pocahontas.....	31 59	23 70	31 43	.....	.....	.....	68 02	23 70
Preston.....	43 60	85 53	.....	19 63	.....	.....	43 60	105 16
Putnam.....	125 46	122 76	43 95	21 99	.....	.....	169 01	144 75
Raleigh.....	712 95	43 94	.....	4 94	.....	.....	712 95	48 88
Randolph.....	431 29	418 46	2 33	.....	.....	.....	433 62	448 46
Ritchie.....	197 18	169 97	.....	.....	24 83	23 48	222 06	133 45
Roane.....	76 32	142 37	13 66	4 66	.....	1 67	89 98	148 70
Summers.....	62 86	.....	20 14	5 95	220 71	31 50	303 71	37 45
Taylor.....	53 69	79 03	141 45	2 11	27 00	154 67	222 14	245 86
Tucker.....	95 46	88 07	16 38	.....	.....	.....	111 84	88 07
Tyler.....	76 78	12 84	8 00	20 75	.....	.....	84 78	33 09
Upshur.....	33 31	49 47	25 48	24 79	173 20	.....	236 99	74 26
Wayne.....	119 98	94 96	19 04	16 31	.....	127 80	129 02	239 07
Webster.....	661 22	1,057 81	.....	223 54	.....	.....	663 22	1,280 85
Wetzel.....	196 73	172 47	11 71	14 62	.....	21 00	208 44	208 09
Wirt.....	84 17	105 24	23 53	70 74	148 99	39 40	256 69	215 38
Wood.....	496 70	352 16	13 11	251 22	.....	10 00	549 81	613 38
Wyoming.....	50 27	2 59	41 47	.....	.....	.....	91 74	2 59
Wheel'g City.....	207 13	599 39	520 40	773 00	.....	862 57	727 53	2,231 98
Char'lta City.....	372 19	5 9 28	250 47	19 51	.....	14,152 00	622 66	4,700 79
Hun'tn City.....	137 92	.....	.....	.....	.....	.....	.....	137 92
Mart'tg City.....	57 19	28 17	.....	.....	.....	.....	57 19	28 17
Totals.....	\$ 8,850 22	\$10,356 77	\$ 1,923 88	\$ 3,282 85	\$ 1,958 74	\$12,438 69	\$12,732 34	\$20,230 31

† Interest on Bonds, \$4,152.00, not included in total of this column.

TABLE K.—Continued—

*Disbursements of Building Fund.*

Counties.	TOTALS AND BALANCES OF BUILDING FUND.						
	Total amount Disbursed for all Purposes From Building Fund.		Increase.....	Balance in Treasury at Close of Year.		Amount overdrawn by Boards.	
	1889	1890		1889	1890	1889	1890
Barbour.....	4,319 19	9,426 16	5,106 97	1,809 16	2,474 81	121 02	252 32
Berkeley.....	4,489 33	6,241 50	1,752 17	2,311 28	1,942 42	183 69	.....
Boone.....	1,555 36	1,327 28	.....	693 55	823 04	.....	.....
Braxton.....	6,690 27	6,634 31	.....	1,355 16	1,210 04	16 90	48 04
Brooke.....	4,739 02	4,104 21	.....	2,740 25	2,515 54	.....	.....
Cabell.....	15,348 60	5,622 51	.....	2,069 59	2,927 06	441 50	.....
Calhoun.....	2,333 09	4,126 30	1,793 21	2,330 08	1,944 70	.....	.....
Clay.....	1,470 01	2,245 85	775 84	864 42	538 84	.....	102 02
Doddridge.....	6,020 00	8,480 58	2,460 58	4,606 07	1,101 27	207 19	134 88
Fayette.....	13,979 22	10,802 29	.....	2,681 99	5,847 82	588 21	98 82
Gilmer.....	3,452 76	2,614 64	.....	624 85	885 69	11 47	.....
Grant.....	2,775 47	2,882 45	86 98	1,160 02	729 53	.....	.....
Greenbrier.....	8,416 22	4,759 06	.....	1,320 01	3,162 25	309 58	.....
Hampshire.....	2,518 13	3,684 66	1,166 53	1,733 81	000 19	1 57	449 68
Hancock.....	3,328 68	3,746 84	418 16	1,162 05	1,645 51	1 31	114 74
Hardy.....	2,513 25	1,792 27	.....	664 47	1,497 10	.....	.....
Harrison.....	10,156 27	9,622 60	.....	5,760 87	4,549 10	.....	.....
Jackson.....	36,325 15	11,848 36	.....	4,222 44	2,803 35	24,966 19	2,249 89
Jefferson.....	5,463 00	7,789 66	2,326 66	3,196 65	2,759 65	.....	.....
Kanawha.....	20,145 25	19,355 33	.....	4,812 19	4,107 53	963 61	61 14
Lewis.....	5,555 45	5,334 81	.....	2,133 61	1,809 08	.....	85 05
Lincoln.....	4,236 10	3,784 65	.....	2,158 74	2,530 45	42 99	82 32
Logan.....	2,436 33	4,283 80	1,847 47	1,425 58	1,145 05	157 87	471 10
Marion.....	9,514 32	9,563 63	49 31	3,147 70	4,340 16	110 67	93 03
Marshall.....	9,353 91	10,699 34	1,345 43	3,146 45	4,005 41	.....	.....
Mason.....	11,019 38	12,778 97	1,759 59	2,687 87	4,849 02	203 60	130 26
Mercer.....	6,746 51	7,160 88	413 87	712 02	892 17	.....	.....
Mineral.....	6,116 37	5,854 42	.....	1,506 17	2,083 95	.....	83 18
Monongalia.....	8,961 03	8,154 07	.....	2,453 36	1,732 58	.....	169 61
Monroe.....	5,884 41	4,904 13	.....	386 52	1,798 50	88 45	18 02
Morgan.....	3,421 59	3,031 86	.....	557 67	791 72	.....	18 83
McDowell.....	1,332 53	1,048 95	.....	384 72	613 35	.....	71 22
Nicholas.....	3,262 33	3,433 46	171 13	1,384 19	931 13	.....	198 73
Ohio.....	5,516 77	5,792 78	276 01	738 99	1,552 76	.....	.....
Pendleton.....	2,062 56	2,332 03	.....	523 01	932 92	.....	.....
Pleasants.....	3,890 79	2,783 11	.....	673 90	1,306 30	25 12	.....
Pocah'tas.....	2,036 65	2,192 81	156 16	837 30	599 27	88 97	104 13
Preston.....	7,845 38	10,554 31	2,708 93	3,565 03	3,523 28	47 26	.....
Putnam.....	8,265 79	6,896 81	.....	1,950 47	2,742 22	473 57	358 96
Raleigh.....	4,358 10	4,098 33	.....	587 02	598 27	253 03	529 00
Randolph.....	4,523 57	5,233 83	710 26	1,181 43	1,289 76	.....	.....
Ritchie.....	8,452 68	7,551 28	.....	3,401 28	5,532 92	598 12	648 03
Roane.....	4,852 38	5,078 28	225 90	1,686 61	427 60	324 28	147 47
Summers.....	6,682 79	4,287 43	.....	1,942 58	2,679 43	110 28	.....
Taylor.....	3,010 34	5,615 42	2,605 08	5,087 96	7,312 76	.....	358 41
Tucker.....	2,455 47	2,205 38	.....	1,201 31	1,392 75	.....	40 42
Tyler.....	6,268 69	5,506 25	.....	759 29	1,422 73	495 39	30 68
Upshur.....	4,491 13	4,964 36	473 23	1,423 55	1,622 21	.....	45
Wayne.....	5,735 33	6,667 13	931 80	2,928 32	3,193 01	.....	59 74
Webster.....	2,938 09	3,400 34	462 25	756 23	781 12	228 82	408 40
Wetzel.....	11,019 78	9,008 24	.....	774 59	974 94	91 57	91 81
Wirt.....	4,378 39	4,460 49	82 10	1,806 22	1,901 73	66 59	563 19
Wood.....	27,990 38	23,295 86	.....	3,514 45	12,381 27	221 35	15 96
Wyoming.....	1,629 65	1,464 11	.....	989 43	1,068 80	89 87	.....
Willing Co.....	52,718 20	37,019 61	.....	3,040 81	2,387 55	.....	.....
Christ'n Co.....	36,911 65	21,085 08	.....	918 61	4,460 11	.....	.....
Hunt'g Co.....	.....	5,837 23	5,837 23	.....	2,550 2	.....	.....
Mart'g Co.....	5,320 90	4,021 39	.....	1,565 48	2,849 30	.....	.....
Totals.....	\$ 457,633 99	\$ 397,963 31	\$ 59,670 68	\$ 110,659 08	\$ 187,236 97	\$ 31,471 12	\$ 8,232 56

Net Decrease.

TABLE L.

*Sheriff's Settlement of Teachers' Fund for the Years ending June 30th, 1889, and June 30th, 1890, compared.*

COUNTIES.	Amount Charged to Sheriff on Account of Teachers' Fund.					
	To balance found due District at last settlement.		To total levy on Real and Personal Property.		To State School Fund	
	1889	1890	1889	1890	1889	1890
Barbour.....	264 99	993 14	7,192 35	5,876 32	6,578 58	5,086 02
Berkeley.....	912 88	395 00	7,762 76	10,748 39	5,988 89	4,476 40
Boone.....	347 97	335 40	2,497 21	3,108 75	3,778 27	2,764 20
Braxton.....	1,399 24	1,452 87	3,551 11	6,008 92	7,229 72	5,413 94
Brooke.....	2,649 65	4,878 22	7,133 18	8,569 81	3,118 03	2,255 44
Cabell.....	4,240 72	3,337 57	11,564 82	7,358 18	9,097 29	5,006 38
Calhoun.....	1,810 81	1,458 78	1,349 77	2,346 36	4,288 87	3,219 78
Clay.....	870 28	564 77	1,268 03	1,890 60	2,122 64	1,983 02
Doddridge.....	2,838 83	1,637 23	1,857 14	2,851 36	6,756 83	5,047 77
Fayette.....	10,999 88	8,326 96	9,129 28	10,592 70	8,737 73	7,249 98
Gilmer.....	2,304 58	1,952 46	2,930 91	3,613 52	4,799 78	3,799 00
Grant.....	2,168 06	1,248 22	3,569 68	4,308 61	3,052 79	2,335 28
Greenbrier.....	2,619 19	1,260 56	11,841 42	14,367 19	8,587 32	6,929 07
Hampshire.....	2,434 45	2,374 11	5,721 50	7,063 30	5,281 24	4,021 68
Hancock.....	574 24	586 09	5,419 97	6,572 88	2,443 09	1,725 67
Hardy.....	980 37	391 45	3,638 93	5,465 27	3,776 48	2,858 10
Harrison.....	7,510 34	5,133 70	12,932 80	18,487 73	11,451 18	8,438 70
Jackson.....	3,056 54	3,422 51	12,522 55	12,026 32	10,398 40	7,724 32
Jefferson.....	2,963 88	2,014 54	9,530 13	10,881 57	8,040 91	6,199 05
Kanawha.....	6,074 11	5,195 20	28,571 29	24,230 96	18,372 38	14,027 17
Lewis.....	2,225 45	1,438 52	7,061 25	9,774 21	7,091 05	5,797 65
Lincoln.....	4,237 48	3,298 05	3,350 70	4,314 45	5,999 62	4,631 59
Logan.....	1,796 63	2,836 32	3,848 65	4,240 87	4,339 69	4,552 77
Marion.....	6,204 43	6,052 66	8,395 68	11,412 80	9,700 82	7,491 31
Marshall.....	5,639 47	4,606 47	10,618 17	15,780 68	10,529 43	7,714 91
Mason.....	3,665 47	3,239 20	13,876 79	17,697 42	12,900 08	9,398 27
Mercer.....	1,705 45	1,476 72	2,918 39	5,345 47	6,852 82	5,144 72
Mineral.....	1,411 77	692 20	7,098 53	10,443 21	5,650 80	4,297 88
Monongalia.....	1,481 19	1,405 46	7,438 11	9,525 90	7,666 96	5,711 86
Monroe.....	1,017 18	329 94	7,572 27	9,470 84	6,521 87	4,906 19
Morgan.....	400 02	447 57	2,284 27	3,582 97	3,413 60	2,542 71
McDowell.....	637 72	797 06	1,814 24	1,931 77	2,410 74	2,016 64
Nicholas.....	911 26	949 66	3,593 56	4,546 09	4,905 38	3,720 43
Ohio.....	442 09	669 24	8,693 22	10,225 04	3,457 78	2,633 35
Pendleton.....	1,024 70	492 38	2,882 78	4,406 60	4,620 81	3,478 14
Pleasants.....	2,087 64	1,135 34	1,433 05	3,636 78	3,610 14	2,781 75
Pocahontas.....	866 24	1,224 07	2,889 44	4,423 05	3,142 40	2,614 65
Preston.....	2,280 90	1,913 01	8,013 82	12,524 18	10,470 01	7,910 88
Putnam.....	3,134 49	3,750 11	6,131 78	9,051 63	7,108 77	5,387 42
Raleigh.....	1,310 26	304 07	4,715 38	5,333 17	5,029 99	3,722 59
Randolph.....	1,135 61	429 71	4,129 39	5,971 00	5,425 21	4,276 86
Ritchie.....	2,062 00	1,149 14	6,926 06	10,009 30	8,789 53	6,575 80
Roane.....	2,147 79	1,150 33	5,228 42	7,296 47	8,192 30	6,275 26
Summers.....	5,211 18	3,895 28	4,174 95	5,848 56	6,321 65	4,838 96
Taylor.....	1,687 57	2,303 63	7,250 08	7,187 00	6,095 31	4,598 13
Tucker.....	1,473 38	.....	2,288 03	2,975 10	2,756 94	2,242 29
Tyler.....	1,140 49	881 44	4,843 03	6,849 93	6,487 16	4,839 08
Upshur.....	3,412 82	611 49	4,346 42	7,431 72	6,214 44	4,785 78
Wayne.....	3,809 11	3,628 39	6,528 91	9,796 68	10,080 10	7,491 31
Webster.....	3,002 56	757 75	2,141 96	2,534 09	2,338 61	1,896 51
Wetzel.....	2,636 14	1,142 01	5,772 26	11,068 78	8,993 69	6,905 89
Wirt.....	1,343 27	1,256 47	3,862 84	4,974 93	4,870 40	3,624 35
Wood.....	7,604 70	4,822 92	20,767 87	25,726 06	13,691 27	10,591 14
Wyoming.....	1,461 55	997 33	2,330 03	2,325 69	323 98	2,605 38
Wheeling City.....	.....	861 91	.....	65,376 39	.....	11,470 76
Charleston City.....	2,137 55	124 72	9,763 63	11,396 86	2,694 88	2,076 22
Huntington City.....	.....	.....	.....	8,959 18	.....	2,371 44
Martinsburg City.....	266 71	521 73	4,268 68	5,286 44	3,143 69	2,487 75
Totals.....	\$ 139,114 28	\$ 108,545 17	\$ 353,895 54	\$ 525,041 02	\$ 350,840 16	\$ 286,969 09



TABLE L.—Continued.

*Sheriff's Settlement of Teachers' Fund for the Years Ending June 30, 1889, and June 30, 1890, Compared.*

COUNTIES.	Amount Charged to Sheriffs on Account of Teachers' Fund.							
	To Railroad Tax.		To Redemption of Delinquent lands		To Net Proceeds of Sale of Delinquent Lands.		To Tuition of Pay Pupils.	
	1889	1890	1889	1890	1889	1890	1889	1890
Barbour.....	245 17	485 00	124 84	61 25	65 72	18 70	50	
Berkeley.....	494 29	441 38						2 00
Boone.....								
Braxton.....			763 01			64 95	21 00	2 25
Brooke.....	815 19	1,099 01						13 50
Cabell.....	1,658 75	1,383 77					57 80	28 00
Calhoun.....				86 09		90 61		50
Clay.....				65 56		55 00	36 40	
Doddridge.....	415 47	563 07	66 00	9 77		17 70	11 00	16 55
Fayette.....	3,054 42	3,516 58	8 08				11 57	
Gilmer.....				6 39		235 33	4 00	1 50
Grant.....	119 42	130 99				7 50	1 12	
Greenbrier.....	819 64	997 97					8 00	9 00
Hampshire.....	747 75	1,185 79	3 20				8 00	
Hancock.....		170 06						
Hardy.....				6 14		48	7 85	2 00
Harrison.....	6 8 80	813 86					60 50	
Jackson.....	640 57	89 00	14 12					17 80
Jefferson.....	1,282 36	1,118 95						5 18
Kanawha.....	4,768 61	5,664 47	330 38	969 13	936 10	1,187 80	3 00	1 00
Lewis.....	125 32	221 49		42 26		15 04		3 00
Lincoln.....				84 67		1,384 96		
Logan.....			47 74					
Marion.....	1,376 67	1,793 20					16 25	45 50
Marshall.....	1,888 29	2,594 94	25 71	10 43	8 45	14 10	177 15	144 00
Mason.....	732 04	171 36		248 83		150 24		
Mercer.....	983 12	2,156 93					50	
Mineral.....	1,957 64	3,363 95				6 90	9 20	
Monongalia.....	2-6 54	578 60					62 80	5 75
Monroe.....	53 09	89 14					31 60	
Morgan.....	1,800 50	2,467 82					100 02	19 75
McDowell.....		413 19		4 29	528 04			
Nicholas.....			69 54	1,076 88		187 86		
Ohio.....	688 33	890 47						
Pendleton.....				1 84		7 21	3 80	8 85
Pleasant.....	68 68					51 16		
Pocahontas.....								
Preston.....	1,830 87	2,621 95					82 78	
Putnam.....	1,865 75	1,318 45		28 33			1 00	
Raleigh.....								8 00
Randolph.....				209 93			6 25	
Ritchie.....	1,198 01	1,800 82		355 57		34 45	2 50	
Roane.....						97 68	5 95	
Summers.....	1,217 14	2,149 85						3 87
Taylor.....	1,337 62	1,035 92		19 05		22 61		
Tucker.....	245 54	562 83					10 04	
Tyler.....	244 22							
Upshur.....	50 86	72 89	56	60 58		1 28	6 00	16 75
Wayne.....	279 76	238 08			70 67		50 00	1 75
Webster.....				595 86		353 06	84 99	5 00
Wetzel.....	188 82	355 31		24 07			5 50	
Wirt.....				51 21		53 57	8 00	8 45
Wood.....	2,172 14	2,184 02				11 75		
Wyoming.....			88 72	10 00				2 50
Wheel'g city.....		952 97						190 00
Char'l'n city.....	12 00	20 98	47 91	258 53	303 21	440 62	45 17	395 05
Hun't'n city.....		625 07						30 00
Mart'g city.....	890 78	1,078 95					165 80	81 98
Totals.....	\$37,084 17	\$47,457 42	\$ 1,586 71	\$ 4,289 42	\$ 1,922 19	\$ 4,510 06	\$ 994 92	\$ 1,058 46

TABLE L.—Continued.

*Sheriff's Settlement of Teachers' Fund for the Years Ending June 30, 1889, and June 30, 1890, compared.*

COUNTIES.	Amount Charged to Sheriffs on Account of Teachers' Fund.					
	To Amount from Board of Examiners.		To amount from all other sources.		Total Am't Charged to Sheriff on acc't of Teachers' Fund.	
	1889	1890	1889	1890	1889	1890
Barbour.....	\$	\$	\$ 62 00	\$ 122 14	\$ 14,534 25	\$ 12,642 57
Berkeley.....			107 25		15,268 07	16,063 17
Boone.....					6,623 45	6,208 35
Braxton.....			64 40	222 26	13,028 48	13,165 19
Brooke.....			2,536 50		16,252 51	16,815 98
Cabell.....			143 73		27,303 11	17,113 90
Calhoun.....					7,447 45	7,840 49
Clay.....			78 31	134 00	4,375 70	4,692 95
Doddridge.....			122 00	61 15	12,067 27	10,267 60
Fayette.....			106 53		32,047 49	29,686 17
Gilmer.....			216 50	991 93	10,255 77	10,510 13
Grant.....			5 25		8,611 07	8,030 60
Greenbrier.....			5 25	136 69	23,380 82	23,700 28
Hampshire.....			208 80	82 18	14,896 74	14,730 26
Hancock.....			16 30		8,452 60	9,049 30
Hardy.....			15 87		8,419 50	8,723 24
Harrison.....			128 69	168 66	32,752 40	32,882 21
Jackson.....			112 65	130 00	26,622 18	28,280 91
Jefferson.....		4 00	22,249 31		22,249 31	20,353 29
Kanawha.....			331 86	218 82	51,588 41	51,494 55
Lewis.....					17,003 07	17,249 91
Logan.....					13,587 80	13,671 81
Marion.....				5 15	10,022 71	11,719 78
Marshall.....			823 51	990 02	25,623 69	26,795 47
Mason.....				11 05	29,691 18	31,815 40
Mercer.....	254 21				31,428 59	3,916 43
Mineral.....					12,460 28	14,123 84
Monongalia.....			119 85	174 93	16,147 79	18,983 57
Monroe.....				12 65	16,615 60	17,240 22
Morgan.....	9 04		120 00		15,324 95	14,794 11
McDowell.....			25 00	64 82	8,023 41	9,105 64
Nicholas.....			24 49		5,415 23	5,162 95
Ohio.....			489 34	1,457 48	9,969 08	11,977 90
Pendleton.....					13,281 42	14,418 10
Pleasants.....				4 26	8,331 59	8,393 72
Pocahontas.....				55	7,198 51	7,095 58
Preston.....				195 25	6,898 08	8,459 02
Putnam.....			27 00		22,655 36	24,970 04
Raleigh.....					18,241 79	19,565 94
Randolph.....			857 92	23 06	11,913 55	9,385 89
Ritchie.....				44 48	10,696 46	10,931 98
Roane.....				324 72	18,978 10	24,249 80
Summers.....			59 03		15,633 49	14,879 74
Taylor.....			1,048 74	37 50	17,972 66	16,773 52
Tucker.....			118 79	232 58	16,489 37	15,418 92
Tyler.....			62 18		6,486 11	5,780 22
Upshur.....					12,714 90	12,570 45
Wayne.....			72	135 55	14,031 82	13,115 54
Webster.....			10 00	127 80	20,824 55	21,283 99
Wetzel.....			553 67	869 08	8,071 79	7,083 82
Wirt.....			82 74	77 84	17,679 15	19,573 92
Wood.....			19 91	50 08	10,099 42	10,049 06
Wyoming.....				461 38	44,235 98	43,797 25
Willing Co'y.....			61 09	72 62	7,265 37	6,013 52
Christ'n Co'y.....				47 87		79,310 30
Hunt'n Co'y.....			36 65	1,500 00	15,041 00	16,212 98
Mart'n Co'y.....						11,185 69
Totals.....	263 25	4 00	8,797 25	10,077 23	903,488 47	987,951 87

TABLE L—Continued.

*Sheriff's Settlement of Teachers' Fund for the Years ending June 30th, 1889 and June 30, 1890, compared.*

COUNTIES.	Amount Credited to Sheriffs on Account of Teachers' Fund.					
	By orders presented, examined and cancelled, dated on and since 1st day of this School Year on Teachers' Fund.		By orders presented, examined and cancelled, dated on and before the 1st day of this School Year on Teachers' Fund.		By Interest paid on orders where payment had been delayed because no funds applicable.	
	1889	1890	1889	1890	1889	1890
Barbour	\$ 10,263 40	\$ 10,850 31	\$ 2,116 96	\$ 50 00		\$ 45 33
Berkeley	14,023 00	14,682 81	112 00	180 00		
Boone	5,519 40	4,457 30	95 56	41 00		
Braxton	10,712 35	11,146 13	552 89			
Brooke	10,642 10	10,903 86	33 00			
Cabell	22,837 05	14,544 27				
Calhoun	5,833 79	6,335 20	27 00	46 80		
Clay	3,697 30	3,651 50	140 90	25 00		
Doddridge	9,921 31	9,297 69	191 33	29 00		
Fayette	20,331 00	23,151 10	307 01	435 00		
Gilmer	8,007 70	8,376 60	115 40	278 09		
Grant	6,393 50	6,452 00	20 00	862 00		
Greenbrier	20,738 19	19,423 22	716 00	43 50		
Hampshire	10,795 42	11,204 11	644 21	464 27		
Hancock	7,664 00	7,512 20				
Hardy	7,613 70	7,915 50	22 50			
Harrison	25,457 27	25,354 72	1,191 05	348 55		
Jackson	14,465 30	19,071 45	7,285 12			
Jefferson	16,724 95	17,640 00	1,534 70			
Kanawha	42,579 87	42,279 80	1,077 42	1,546 53		
Lewis	15,058 00	15,368 88	1,193 34	148 00		
Lincoln	7,404 50	6,433 35	1,559 70	988 42		
Logan	6,034 27	6,050 60	805 35	84 00		
Marion	14,371 33	16,009 21	3,540 18	5,311 57		
Harrison	22,955 07	26,554 85	200 47			
Mason	27,200 55	27,497 73	274 00	180 00		
Mercer	10,453 49	10,554 34	202 00	18 00		
Mineral	14,800 36	16,428 10	32 00			
Monongalia	14,920 10	14,574 60	355 80	1,097 00		
Monroe	13,656 00	13,532 00	582 20	237 00		
Morgan	7,227 00	7,074 50	97 62			
McDowell	4,302 75	4,540 80	207 00	16 00		
Nicholas	6,766 00	7,214 30	1,774 42	1,142 43		
Ohio	12,110 10	14,003 05		137 00		
Pendleton	7,696 00	7,865 00		25 00		
Pleasant	5,961 00	5,561 65	276 00	703 00		
Pocahontas	8,621 00	6,952 00		660 00		
Preston	20,421 91	23,001 06	20 25	18 49		85
Putnam	14,203 50	14,877 95	256 07			
Raleigh	8,741 64	8,268 20	491 00			
Randolph	9,431 17	8,710 50	213 81	488 94		54
Ritchie	16,803 18	18,019 69	277 00	478 40		
Roane	12,734 30	12,214 88	557 48	400 45		
Summers	12,008 17	11,921 42	157 84	612 21		
Taylor	13,677 80	13,650 48				
Tucker	5,104 04	5,251 01		45 57		
Tyler	11,223 00	11,633 00		271 00		
Upshur	11,585 25	10,306 70	1,577 00	149 21		34 33
Wayne	12,407 64	17,113 56	125 00	384 57		
Webster	3,732 20	3,487 60	798 65	94 00		
Wetzel	14,843 77	16,208 27		80 80		
Wirt	8,223 00	8,767 68	331 25	276 00		
Wood	37,901 56	38,331 76	145 25	230 00		
Wyoming	5,063 65	3,121 23	328 14	4 45		
Wheeling City		66,345 68		1,511 18		
Charleston City	12,280 00	13,331 50	1,130 00	140 00		
Huntington City		10,792 93				
Martinsburg City	7,865 00	8,475 00				
<b>Totals</b>	<b>\$ 712,282 28</b>	<b>\$ 809,544 50</b>	<b>\$ 33,658 97</b>	<b>\$ 20,319 43</b>		<b>\$ 83 06</b>

TABLE L.—Continued.

*Sheriff's Settlement of Teachers' Fund for the Years Ending June 30th, 1889, and June 30, 1890, compared.*

COUNTIES.	Amount Credited to Sheriffs on Account of Teachers' Fund.							
	By Delinquent List of Real and Personal Property.		By Sheriff's Commissions at 5 percent on net Levy, Including Railroad Tax.		By Exonerations.		By Balance Due Sheriff on Last Year's Settlement.	
	1889	1890	1889	1890	1889	1890	1889	1890
Barbour.....	62 53	82 00	395 84	308 00	5 83		199 29	365 10
Berkeley.....	53 72	158 75	411 52	553 43	86 42	74 87	29 98	
Boone.....	192 74	12 92	93 34	154 78		11 91		
Braxton.....	96 69	766 67	173 44	263 61	19 53	8 10		
Brooke.....	7 94	9 37	524 24	483 32	1 58	3 08	165 47	
Cabell.....	277 20	161 61	619 13	577 10	1 87	5 97	15 69	33 97
Calhoun.....	123 72	132 51	61 05	109 34		1 18		
Clay.....	53 66	114 70	66 47	89 79		1 31		24 72
Doddridge.....	36 28	34 00	132 61	203 19	87 64	15 99		
Fayette.....	584 29	488 34	615 48	704 44	22 11	78 92	8 59	
Gilmer.....	65 15	108 02	150 82	197 68	6 00			
Grant.....	6 17	11 50	165 02	222 31	55			
Greenbrier.....	50 53	83 26	577 70	763 96	44 86			
Hampshire.....	24 81	5 64	332 58	403 49	2 47	2 18		
Hancock.....	25 32	18 76	269 33	327 90	9 41	11 39		
Hardy.....	9 28	6 50	181 53	272 57	1 14	10 46		
Harrison.....	127 51	126 02	675 52	996 74	21 18	5 42		128 69
Jackson.....	78 96		439 49	798 34	192 52			
Jefferson.....	38 37	69 88	512 47	596 40	68			
Kanawha.....	2,645 61	2,818 31	1,283 61	1,272 97	106 77	99 23	595 10	171 48
Lewis.....	41 41	36 55	357 32	497 09	14 42	32 83		
Lincoln.....	644 53	858 22	135 16	237 46	3 52	7 79		
Logan.....	39 93		151 38	237 19			58 77	46 97
Marion.....	51 08	9 63	458 76	662 20				
Marshall.....	66 29	61 13	668 53	907 69	96 27	161 32		
Mason.....	313 72	385 57	678 91	780 53	51 47	598 87		
Mercer.....		90 49	142 79	370 83	1 56			
Mineral.....	29 29	58 17	451 83	699 20	3 40	4 92		116 60
Monongalia.....	49 98	29 08	398 80	503 04	16 05	10 88	63 18	
Monroe.....	90 44	75 18	376 96	467 83	12 09	2 21	10 58	
Morgan.....	5 96	19 14	230 26	234 40	20 93	17 95		
McDowell.....	31 64	180 79	104 71	108 20				
Nicholas.....	210 38	262 03	169 42	214 20	14 39	67 77	527 45	
Ohio.....	66 98	29 43	465 71	569 76	75			31 36
Pendleton.....	7 97	11 49	111 66	177 84	13 96	7 89		
Pleasants.....	25 80	49 32	75 04	179 43	40	28 63		
Pocahontas.....	79 02	60 53	140 01	218 11	70 46		12 41	
Preston.....	20 12	152 82	632 17	777 28	1 27	28 84	636 35	
Putnam.....	150 37	220 10	387 5	394 93	16 07	22 95		
Raleigh.....	1,086 51	57 13	210 81	263 47		6 17	4 14	
Randolph.....	441 83	546 56	184 37	284 53	1 73	60	69	
Ritchie.....	182 31	132 80	397 09	617 83		36 09	77 83	47 03
Roane.....	82 51	157 51	258 08	362 32	16 66	31 44		
Summers.....	65 92		234 84	346 52	19 79	30 00		
Taylor.....	93 56	83 74	439 08	450 82	50 00	3 96		
Tucker.....	83 65	101 43	130 29	172 51	11 49			
Tyler.....	61 79	21 24	253 60	419 43	63 00	26 08		
Upshur.....	25 69	58 05	223 39	371 56	45 61	49 02		13 32
Wayne.....	85 83	154 54	335 08	354 92	25 36	37 37		16 42
Webster.....	621 97	1,012 03	93 85	117 48				36 15
Wetzel.....	101 89	180 99	290 58	500 38	8 78	25 88	10 35	
Wirt.....	61 09	97 84	187 87	258 61	11 99	3 45	38 16	
Wood.....	355 81	371 10	979 42	1,268 96	13 02	122 49		
Wyoming.....	81 55	1 46	107 01	78 19	51 75		55 07	
Wheeling C'y.....		1,108 88		1,707 91		1,430 05		
Christ's'n C'y.....	560 64	794 35	459 87	553 21	485 77	30 11		
Hunt's'n C'y.....		156 16		471 39		176 91		
Martins'g C'y.....	47 18	83 20	266 23	322 21	34 42	36 85		
Totals.....	\$10,527 31	\$12,898 02	\$18,919 60	\$26,368 71	\$1,786 76	\$3,368 54	\$2,509 10	\$1,031 81

TABLE L.—Continued.

*Sheriff's Settlement of Teachers' Fund for the Years ending June 30th, 1889, and June 30th, 1890, compared.*

COUNTIES.	Amount credited to Sheriff on account of teachers' Fund.					
	Total Credits allowed Sheriff in this years Settlement.		By Balance due the Districts.		By Balance due the Sheriff.	
	1889	1890	1889	1890	1889	1890
Barbour.....	14,143 85	11,710 74	705 74	1,035 26	315 34	103 43
Berkeley.....	14,716 64	15,629 38	733 17	845 07	183 74	411 26
Boone.....	5,901 06	4,677 91	722 39	1,539 44	.....	.....
Braxton.....	11,554 90	12,184 51	1,473 58	983 54	.....	2 86
Brooke.....	11,574 33	11,399 63	4,878 22	5,416 35	.....	.....
Cabell.....	23,800 94	15,322 92	3,482 21	2,311 83	04	520 85
Calhoun.....	6,045 47	6,625 03	1,901 98	1,255 46	.....	.....
Clay.....	3,957 73	3,907 02	453 67	785 93	35 70	.....
Doddridge.....	10,969 17	9,579 87	1,698 10	1,006 59	.....	378 86
Fayette.....	21,869 08	24,907 80	10,178 41	5,137 60	.....	359 23
Gilmer.....	8,315 07	8,960 37	1,910 70	1,549 75	.....	.....
Grant.....	6,763 24	7,547 81	1,247 83	442 79	.....	.....
Greenbrier.....	22,127 24	20,313 94	1,852 09	3,433 93	98 55	47 39
Hampshire.....	11,709 49	12,079 64	2,627 25	2,650 05	.....	.....
Hancock.....	7,998 06	7,870 18	485 54	1,179 14	.....	.....
Hardy.....	8,028 15	8,205 03	591 35	518 41	.....	.....
Harrison.....	27,472 53	26,930 14	5,279 85	6,269 08	01	156 96
Jackson.....	22,441 48	19,869 79	4,190 70	3,411 12	.....	.....
Jefferson.....	18,861 17	18,346 28	3,888 74	2,007 74	.....	73
Kanawha.....	49,288 38	49,148 41	5,179 60	2,567 61	79 65	221 47
Lewis.....	15,664 52	16,701 22	1,438 55	842 31	.....	293 62
Lincoln.....	9,747 50	8,555 24	3,950 18	5,116 07	109 88	.....
Logan.....	6,909 70	8,418 78	3,113 04	3,398 12	.....	47 10
Marion.....	18,421 95	21,992 61	7,201 88	4,802 85	.....	.....
Marshall.....	24,995 68	27,685 49	4,695 50	4,150 31	.....	.....
Mason.....	24,518 65	24,395 70	3,229 06	1,550 73	319 12	.....
Mercer.....	10,799 84	11,033 70	1,660 44	3,169 67	.....	19 53
Mineral.....	15,455 88	17,306 99	691 91	1,676 58	.....	.....
Monongalia.....	15,773 91	16,214 60	1,156 42	1,040 75	14 73	15 13
Monroe.....	14,730 97	14,314 22	744 05	709 24	150 07	227 35
Morgan.....	7,581 77	7,145 99	441 64	1,159 65	.....	.....
McDowell.....	4,646 10	4,885 79	769 13	519 27	.....	242 11
Nicholas.....	9,483 87	8,900 73	661 32	3,037 17	176 13	.....
Ohio.....	12,603 54	14,710 60	669 24	272 04	31 36	564 54
Pendleton.....	7,819 59	8,096 72	512 00	387 36	.....	80 36
Pleasants.....	6,038 30	6,522 03	1,160 21	1,043 55	.....	.....
Pocahontas.....	6,921 90	7,890 64	695 72	671 99	719 54	103 58
Preston.....	21,752 67	23,979 87	1,415 03	1,464 75	511 74	474 10
Putnam.....	15,073 65	15,515 93	3,370 93	4,330 13	142 81	280 12
Raleigh.....	10,534 13	8,594 97	1,379 42	921 06	.....	130 14
Randolph.....	10,473 60	10,681 67	432 30	905 51	9 44	5 20
Ritchie.....	17,737 41	19,331 75	1,404 61	1,267 51	163 92	349 46
Roane.....	13,649 01	13,166 60	1,984 48	1,765 25	.....	52 11
Summers.....	12,486 56	12,910 15	5,486 10	3,863 37	.....	.....
Taylor.....	14,257 44	14,180 09	2,231 93	1,584 43	.....	354 51
Tucker.....	5,329 47	5,570 52	1,506 64	223 19	.....	13 49
Tyler.....	11,601 39	12,370 73	1,110 51	386 91	.....	187 19
Upshur.....	13,456 94	10,982 79	611 49	2,132 75	26 61	.....
Wayne.....	12,978 91	18,061 38	7,849 64	3,222 61	.....	.....
Webster.....	5,215 77	4,747 26	2,856 02	2,262 56	.....	.....
Wetzel.....	15,255 37	17,054 30	2,123 78	2,525 39	.....	5 77
Wirt.....	8,846 27	9,403 58	1,350 91	622 34	117 76	6 86
Wood.....	39,395 06	41,331 81	4,849 92	2,618 76	.....	154 82
Wyoming.....	5,747 17	8,205 33	1,701 85	2,848 19	153 65	.....
Wheeling City.....	.....	7,103 70	.....	7,306 60	.....	.....
Charleston City.....	14,916 28	14,840 17	124 72	1,363 81	.....	.....
Huntington City.....	.....	11,597 39	.....	388 30	.....	.....
Martinsburg City.....	8,212 83	8,897 26	521 73	589 57	.....	.....
Totals.....	\$ 779,684 02	\$ 873,613 15	\$ 127,164 24	\$ 120,148 85	\$ 3,359 79	\$ 5,810 13

*Sheriff's Debts.—Amount Charged to Sheriff on Account of Building Fund.*

COUNTIES.	Balance due the Districts on Last Year's Settlement.		To Levy for Building Fund.		To Railroad Tax.		To Redemption of Delinquent Lands.		To Net Sales of Delinquent Lands.		To Tuition for Transferred Pupils.		To Amount from all other Sources.		Total amount Charged to Sheriff for Building Fund.	
	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Barber	1,393 11	1,815 15	\$ 4,412 03	\$ 4,461 51	\$ 28 82	\$ 3 40	\$ 63 29	\$ 2 00	\$ 78 71	\$ 13 84	\$ 36 37	\$ 2 96	\$ 6,007 33	\$ 6,246 82		
Berkeley	1,366 75	1,079 49	4,967 04	5,330 33		242 20	400 08			64 66	40 98	84 00	6,016 92	7,009 91		
Boone	450 10	782 28	1,791 11	1,368 08							7 70		2,048 91	2,150 36		
Brown	4,023 12	1,359 04	5,350 48	6,389 74									8,001 44	7,796 36		
Brooks	1,479 99	2,411 86	4,294 13	5,786 51		362 41	455 56			6 60	173 64	40 94	7,563 02	6,616 37		
Cabell	3,515 79	2,299 08	12,604 84	5,345 86		1,45 06	788 81				1,398 50		17,576 69	8,385 25		
Calhoun	1,526 04	1,478 98	2,580 32	2,701 51							4 81	101 50	1,598 01	2,071 00		
Cass	704 80	872 12	1,584 29	1,684 93									4,106 42	5,071 00		
Chandler	8,175 75	2,291 55	5,905 17	5,870 35		1,148 08	889 43			30 25	45 35	24 14	2,324 43	2,632 67		
Doddridge	4,041 82	2,476 36	7,714 80	5,769 15		3,051 47	3,272 74			189 90	188 89	119 38	16,673 00	16,051 28		
Elbert	904 96	745 81	2,327 60	2,630 34						18 14	247 94	653 04	16,673 00	16,051 28		
Grant	1,139 54	1,012 71	2,332 90	2,419 50		119 43	145 55				165 17	514 13	4,115 95	3,689 28		
Greenbrier	1,590 38	1,204 25	2,265 28	5,390 32		570 07	446 98				45 12	78 36	3,926 39	3,591 96		
Hamshire	1,601 40	1,435 76	2,813 25	5,455 37		383 64	179 57			184 25	40 07	183 51	9,654 14	7,921 81		
Hancock	1,61 40	689 50	1,298 91	4,315 27		83 92	86 03					31 80	4,300 92	4,208 78		
Hardy	1,000 80	649 54	2,960 24	2,530 57							380 40		3,194 32	5,048 80		
Harrison	5,463 40	4,330 85	8,733 54	4,300 50		647 07	493 28		1 25	188 90	77 69	75 29	3,177 72	3,259 63		
Jackson	3,362 93	3,275 82	10,125 67	9,111 09		503 39	66 00			74 92	10 00	50 20	15,968 93	14,171 70		
Jefferson	3,432 93	3,275 82	4,514 90	5,396 32		534 23	1,004 94			151 20	638 69	48 25	13,375 20	12,401 82		
Kanawha	3,607 18	4,165 82	16,041 77	15,059 65		2,731 50	2,002 80			5 20	56 90	70 23	3,600 15	10,559 31		
Lewis	1,616 76	2,225 55	5,854 70	4,059 66		603 20	502 80			20 00	237 77	227 19	24,063 83	23,408 76		
Lincoln	2,256 41	2,256 41	8,137 60	4,701 05		106 60	84 99				61 00	35 50	7,089 00	7,068 84		
Lodge	846 94	1,085 49	1,327 60	3,074 69									6,878 57	6,232 78		
Marion	4,654 58	3,767 13	7,462 13	3,784 11							30 00	9 55	8,804 01	4,937 75		
Martinsburg	6,437 87	2,896 24	7,462 13	8,631 33		1,224 79	1,540 57						13,391 50	13,838 13		
Mason	1,940 58	2,855 55	6,263 50	9,630 31		645 68	1,622 26		4 76	113 82	273	35	12,470 36	14,704 76		
Mercer	1,274 57	621 10	4,531 71	18,163 25		968 92	304 15			2 13	5 00	10 00	7,642 46	7,743 95		
Mineral	1,412 42	4,598 02	4,598 02	5,940 62		1,817 60	2,078 70		5 01	39 00	21 43	108 99	7,682 54	8,062 55		
Monongah	2,905 42	2,561 12	7,836 94	4,057 61		1,089 11	1,497 28			101 05	26 04	45 45	1,414 99	7,969 21		
Monroe	1,043 21	285 50	5,101 61	6,363 10		445 51	112 83			1 75	81 79	55 23	6,251 30	6,667 19		
Morgan	739 95	1,817 45	1,817 45	2,401 22		1,397 38	1,848 47			10 25	24 25	8 20	3,979 26	3,968 62		
McDowell	295 13	275 71	1,409 62	1,218 93			208 21				18 00		1,717 75	1,763 85		
Nicholas	1,754 83	667 94	2,946 43	2,819 53					16 95	186 46	69 28	761 40	4,800 54	4,892 25		

TABLE L.—Continued.

*Sheriff's Debts.—Amount Charged to Sheriff on Account of Building Fund.*

COUNTIES	Balance due the District on Last Year's Settlement		To Levy for Building Fund.		To Railroad Tax.		To Redemption of Delinquent Lands.		To Net Sales of Delinquent Lands.		To Tuition for Transferred Pupils.		To Amount from all other Sources.		Total Amount Charged to Sheriff for Building Fund.	
	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Ohio.....	\$ 670 47	\$ 761 35	\$ 6,025 04	\$ 6,025 04	\$ 378 97	\$ 506 23	\$ 1 85	\$ 46 07	\$ 1 85	\$ 46 07	\$ 27 94	\$ 126 61	\$ 5 00	\$ 5 00	\$ 6,255 76	\$ 7,345 54
Pendleton.....	839 45	371 01	2,519 51	2,519 51	100 81	100 81	1 51	5 43	1 51	5 43	130 10	130 10			3,485 57	3,012 26
Pleasant.....	1,315 71	672 95	2,621 53	2,621 53	1,091 83	1,091 83		47 45		47 45	1 04	94 00			4,084 05	4,089 41
Pocahontas.....	1,837 02	723 81	1,497 96	1,497 96	1,866 04	1,866 04					118 75	8 46			2,884 98	2,687 90
Preston.....	1,649 21	3,513 40	7,538 23	7,538 23	1,866 04	1,866 04	18 46				4 50	36 55			10,973 27	14,078 33
Putnam.....	1,735 53	2,063 61	6,692 41	6,692 41	1,392 25	1,392 25					59 33	289 60			8,778 65	8,782 61
Raleigh.....	1,103 83	461 81	3,045 73	3,045 73	1,392 25	1,392 25									4,691 19	4,197 60
Randolph.....	675 30	1,190 28	4,993 15	4,993 15	1,066 88	1,066 88	221 60								5,705 00	6,523 59
Ritchie.....	2,012 69	3,401 28	7,896 57	7,896 57	1,203 91	1,203 91									11,255 24	12,436 17
Roane.....	1,612 70	640 64	4,593 02	4,593 02	1,687 73	1,687 73	2 94								6,214 72	7,149 96
Summers.....	2,309 64	1,207 65	4,230 12	4,230 12	975 29	975 29	15 68				96 10	173 23			8,088 30	12,559 77
Taylor.....	2,719 66	5,078 50	2,671 00	2,671 00	327 40	327 40									8,553 70	7,149 96
Tucker.....	625 88	702 07	5,223 02	5,223 02	133 48	133 48									8,088 30	12,559 77
Tyler.....	1,041 14	1,730 42	4,544 29	4,544 29	1 50	119 83									6,179 59	6,174 48
Upshur.....	1,507 44	8,318 92	6,567 89	6,567 89	222 07	188 27	40 91								8,683 65	10,000 49
Wayne.....	1,780 78	8,318 92	6,567 89	6,567 89	222 07	188 27	40 91								8,683 65	10,000 49
Webster.....	1,246 56	444 22	1,941 95	1,941 95	954 36	594 67	492 54								3,174 73	4,123 27
Welzel.....	1,037 31	639 97	9,035 82	9,035 82	954 36	594 67									11,362 80	9,574 78
Wirt.....	1,402 14	1,725 57	5,153 65	5,153 65	2,556 18	1,593 74	57 00								8,890 90	6,805 20
Wood.....	5,294 76	7,300 75	23,371 53	23,371 53	2,556 18	1,593 74	8 00								31,473 48	35,114 44
Wyoming.....	770 03	803 32	1,738 52	1,738 52			06								21,529 21	21,515 06
Yamaha.....	8,040 81	918 61	6,423 44	6,423 44	7 89	13 98	23 59								16,803 47	20,407 81
Ch'le City.....	7,015 85	918 61	6,423 44	6,423 44	7 89	13 98	23 59								16,803 47	20,407 81
Hamlet City.....	685 02	1,585 48	5,122 41	5,122 41	1,088 95	890 14									6,886 38	8,337 47
Marble City.....	685 02	1,585 48	5,122 41	5,122 41	1,088 95	890 14									6,886 38	8,337 47
Totals.....	\$114,482 28	\$101,247 50	\$392,161 28	\$354,961 07	\$82,032 10	\$52,746 29	\$1,177 71	\$2,133 68	\$1,133 15	\$2,763 74	\$1,073 15	\$1,895 97	\$31,308 28	\$26,573 05	\$483,367 95	\$522,461 30

TABLE L.—Continued.

*Sheriff's Credits in Settlement of Building Fund—Years Ending June 30, 1889 and June 30, 1890.*

COUNTIES.	By Orders Presented, Examined and Cancelled, on and dated since the 1st day of the School Year.		By Orders Presented, Examined and Cancelled, on and dated before the 1st day of the School Year.		By Sheriff's Commissions at 5 per cent. on net levy.		By Delinquent List of Real and Personal Property.		By Exonerations.		By Balance due Sheriff on last Settlement.		Total Credits Allowed Sheriff on Building Fund.		Balance due the Districts.		Balance due the Sheriff.	
	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Barbour .....	\$ 4,038 57	\$ 4,187 06	\$ 569 47	\$ 577 21	\$ 218 58	\$ 220 54	\$ 39 15	\$ 55 08	\$ 1 30	\$ 31 49	\$ 69 25	\$ 15 03	\$ 4,813 82	\$ 5,047 92	\$ 1,808 09	\$ 1,530 76	\$ 814 08	\$ 271 86
Berkeley .....	1,381 78	5,724 29	137 58	131 40	270 38	279 85	39 95	76 86	69 96	11 21	.....	.....	4,546 91	6,254 72	2,311 28	898 97	241 27	143 18
Boone .....	5,976 98	861 76	.....	.....	262 75	86 86	100 96	12 92	.....	.....	.....	.....	1,552 45	976 23	694 46	1,174 13	.....	.....
Brooke .....	3,623 49	5,145 36	295 43	468 82	89 71	280 20	119 42	675 76	19 76	4 89	.....	.....	6,674 34	6,573 17	1,357 24	1,271 19	14	48 04
Cabell .....	14,473 21	3,739 20	143 32	146 68	304 15	212 00	4 41	2 80	1 13	76 76	1,044 66	.....	6,121 16	4,101 44	2,441 86	2,582 93	.....	.....
Calhoun .....	1,932 38	5,063 72	128 50	.....	988 02	465 13	293 49	152 42	3 05	9 74	67 25	.....	15,053 53	5,091 01	2,313 88	2,800 21	390 81	15 97
Clay .....	1,138 33	3,690 84	896 69	18 25	107 65	127 10	182 29	181 70	.....	1 88	742 70	865 00	3,881 71	4,354 77	1,091 00	1,716 23	866 29	.....
Clayton .....	1,469 28	1,399 98	67 29	10 00	76 72	80 17	70 75	102 31	.....	1 87	.....	.....	1,351 60	1,900 83	983 43	1,082 34	.....	.....
Doyle .....	11,638 37	7,406 55	891 45	109 31	363 65	368 79	66 84	63 50	141 08	40 19	470 97	.....	6,403 27	7,988 34	4,146 57	1,526 82	130 86	87 00
Farmer .....	2,934 75	8,859 24	725 69	747 19	601 39	659 63	493 19	457 13	18 71	78 65	.....	.....	13,405 26	10,899 10	2,839 91	5,278 09	232 20	125 90
Gilmer .....	2,491 71	2,493 98	170 80	216 95	137 19	118 76	67 82	50 48	24 07	29	109 52	.....	3,444 15	2,789 72	728 16	909 56	56 86	.....
Greenbrier .....	2,230 62	4,025 11	225 80	202 73	151 88	128 94	4 92	9 24	.....	.....	.....	.....	8,452 49	4,053 60	1,373 81	3,287 71	172 16	.....
Greene .....	3,450 13	3,244 94	287 13	287 13	130 67	137 88	9 14	2 84	1 35	64	300 67	51	2,755 47	2,836 89	1,571 76	1,248 16	1 57	.....
Hancock .....	2,322 82	1,533 01	97 77	125 12	142 88	127 50	215 38	8 88	10 80	7 92	.....	.....	3,617 82	3,504 53	873 31	1,654 01	1 81	114 74
Hardy .....	9,120 71	7,222 97	1,207 29	1,922 79	549 17	479 62	114 31	92 94	5 64	2 50	23	.....	2,528 18	7,922 97	649 54	1,407 86	.....	.....
Harrison .....	8,581 03	9,152 62	1,207 29	1,922 79	549 17	479 62	114 31	92 94	5 64	2 50	23	.....	11,086 97	8,222 53	4,881 96	5,949 17	.....	119 13
Harrison .....	3,892 52	7,704 61	1,214 27	1,214 27	293 86	352 29	139 91	44 43	45	70 30	.....	.....	11,141 25	9,772 97	4,433 95	3,275 14	.....	.....
Jackson .....	16,706 97	15,056 36	1,672 63	1,672 63	848 21	780 27	1,891 83	2,356 25	63 84	70 30	.....	.....	21,171 88	20,135 66	3,068 12	3,337 73	296 17	64 63
Jay .....	5,052 73	4,939 84	125 09	125 09	302 49	302 49	302 49	19 16	15 78	11 84	48 38	.....	5,568 51	5,222 78	2,122 55	1,866 91	.....	30 85
Kanawha .....	3,104 43	1,178 37	347 65	347 65	257 83	314 73	577 27	474 75	7 16	.....	.....	.....	4,296 68	4,138 36	2,591 89	2,452 54	.....	358 13
Kent .....	1,871 89	2,628 83	126 76	126 76	406 65	154 28	29 29	29 29	.....	.....	.....	.....	2,279 16	3,372 05	1,530 48	1,910 86	5 63	270 16
Lincoln .....	7,875 45	7,985 50	1,254 38	1,254 38	406 65	568 07	42 70	50 55	8 00	2 00	130 66	388 16	9,353 81	10,669 34	3,116 55	3,257 16	111 09	90 43
Madison .....	8,983 87	9,980 89	16 86	16 86	297 00	576 88	50 55	272 43	45 33	629 07	.....	.....	10,708 88	12,925 85	2,935 92	5,230 10	.....	.....
Morgan .....	9,700 18	10,180 97	169 59	169 59	552 17	664 16	241 12	46 17	25 53	95 40	.....	.....	6,839 51	6,877 69	802 95	5,230 10	.....	.....
Monroe .....	6,441 03	6,397 20	179 93	179 93	212 79	368 34	16 65	79 10	5 76	3 91	.....	.....	6,118 27	5,858 42	1,564 27	1,174 86	.....	83 76
Muskegon .....	5,670 57	5,493 29	141 74	141 74	393 87	393 87	393 87	393 87	3 28	9 59	264 97	.....	8,961 63	8,154 07	1,564 27	2,093 95	.....	2,093 95
Nichols .....	8,126 95	7,432 11	113 95	113 95	393 87	393 87	393 87	393 87	13 39	9 59	264 97	.....	8,961 63	8,154 07	1,564 27	1,174 86	.....	83 76
Monroe .....	5,029 70	4,431 11	177 51	177 51	393 87	393 87	393 87	393 87	6 82	1 26	167 82	.....	5,703 02	5,199 14	2,732 62	1,732 58	.....	109 61
Norton .....	2,828 43	2,711 59	410 71	410 71	143 66	137 48	4 81	11 59	25 06	4 69	8 90	.....	3,421 59	3,044 29	557 67	824 33	.....	.....



TABLE L—Continued.

*Sheriffs' Credits in Settlement of Building Fund—Years Ending June 30, 1889, and June 30, 1890, compared.*

COUNTIES.	By Orders Presented, Examined and Cancelled, dated on and since the 1st day of the School Year.		By Sheriff's Commissions at 5 per cent on net levy.		By delinquent list of Real and Personal Property.		By Exonerations.		By balance due Sheriff on last settlement.		Total credits allowed Sheriff on Building Fund.		Balance due the Districts.		Balance due Sheriffs.	
	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
McDowell	\$ 1,186 71	\$ 993 65	\$ 13 85	\$ 68 36	\$ 23 55	\$ 129 61	\$ 10 85	\$ 34 06	\$ 14 00	\$ 1,263 24	\$ 1,205 62	\$ 424 51	\$ 722 22	\$ 424 51	\$ 722 22	\$ 164 99
Nicholas	2,731 28	2,485 09	300 75	152 93	151 29	160 67	85	84	48 84	3,333 51	3,446 47	1,447 03	1,449 62	1,447 03	1,449 62	83 81
Ohio	5,139 11	5,131 51	345 31	300 33	49 71	15 63	25	25	7 96	5,514 96	5,792 78	1,741 10	1,552 76	1,741 10	1,552 76	14 50
Pendleton	2,717 95	2,139 48	133 90	99 29	5 14	8 30	5 96	7 80	2 80	2,962 74	2,427 11	522 83	599 65	522 83	599 65	14 50
Pierson	2,533 72	1,897 39	284 60	166 11	64 97	39 84	30	31 43	19 63	3,016 90	2,757 76	1,021 06	1,331 05	1,021 06	1,331 05	27 68
Pocahontas	1,711 78	1,508 29	22 38	61 79	34 59	24 70	31 43	19 63	296 87	1,872 82	1,683 41	1,023 03	1,032 17	1,023 03	1,032 17	60 87
Preston	7,342 79	9,435 87	346 17	338 25	17 70	85 53	32 61	20 09	308 74	8,428 49	10,428 79	2,108 23	3,646 54	2,108 23	3,646 54	73 43
Putnam	6,407 12	4,115 14	367 24	401 41	121 09	109 83	32 61	4 94	179 19	7,499 23	5,376 14	2,505 02	3,478 90	2,505 02	3,478 90	285 59
Raleigh	8,243 21	3,662 55	51 77	162 61	713 95	43 94	2 33	87 25	1 20	4,541 37	4,065 65	801 26	748 47	801 26	748 47	646 52
Randolph	7,579 78	6,657 82	211 51	242 50	431 29	448 10	2 33	87 25	1 20	8,160 21	7,239 03	1,163 63	1,407 30	1,163 63	1,407 30	335 78
Ritchie	4,474 11	3,630 30	29 95	438 29	107 18	109 97	16 03	16 54	6 10	5,039 19	4,730 34	1,241 77	683 82	1,241 77	683 82	62 85
Roane	5,320 87	3,667 71	248 01	228 83	87 84	114 48	27 19	5 95	193 69	6,193 44	4,406 64	2,550 05	2,713 32	2,550 05	2,713 32	100 19
Summers	2,570 38	5,151 15	123 58	208 56	53 69	61 50	25 84	1 64	27 00	2,953 71	5,613 52	5,132 59	7,312 76	5,132 59	7,312 76	336 51
Taylor	2,005 93	2,020 15	123 58	307 40	84 57	88 07	16 38	522 18	17 58	3,008 65	5,580 77	733 06	1,403 43	733 06	1,403 43	495 39
Tucker	1,146 21	4,732 62	467 35	384 59	33 64	12 31	62 00	21 75	237 88	6,301 06	5,480 00	835 42	1,826 26	835 42	1,826 26	73 47
Tyler	3,685 91	4,732 62	133 95	330 81	30 45	54 97	40 19	31 23	14 12	4,353 31	5,019 18	1,826 26	1,723 23	1,826 26	1,723 23	495 39
Upshur	4,041 78	5,040 88	218 91	239 71	110 11	91 96	19 64	10 31	173 20	4,709 08	5,074 88	3,074 84	4,323 61	3,074 84	4,323 61	1 53
Wayne	1,760 78	1,436 67	263 77	92 48	663 22	1,057 81	11 71	8 56	223 54	2,700 14	3,072 75	854 28	1,112 88	854 28	1,112 88	237 25
Webster	10,128 03	8,668 58	97 76	608 26	198 72	157 84	23 58	4 01	100 76	10,946 30	9,292 75	651 28	502 68	651 28	502 68	59 74
Wetzel	3,493 59	3,412 20	811 71	235 47	84 15	96 20	23 58	4 01	100 76	4,738 80	4,064 07	2,007 10	2,762 43	2,007 10	2,762 43	190 45
Wirt	22,011 57	20,341 36	353 68	3,968 63	339 13	946 31	13 11	92 53	186 69	24,042 20	26,042 89	7,579 22	9,231 62	7,579 22	9,231 62	120 45
Wood	1,433 78	18 75	17 58	1,222 85	60 41	2 59	27 55	773 00	89 78	1,713 86	1,943 58	886 70	4,472 88	886 70	4,472 88	158 97
Wyoming	35,943 05	17,185 12	43 38	862 57	372 19	699 39	250 47	773 00	89 78	36,911 05	37,019 66	918 61	2,867 55	918 61	2,867 55	78 94
Whiting City	20,113 14	3,569 71	1,622 75	412 18	329 23	137 82	41 25	29 96	66 00	21,035 08	5,732 86	5,732 86	2,644 61	5,732 86	2,644 61	180 45
Hann City	4,263 48	3,201 56	583 42	205 25	57 19	28 17	41 25	29 96	66 00	5,820 90	4,021 89	1,565 48	2,549 35	1,565 48	2,549 35	78 94
Martins City	826 826	97,314,085	98,19,500	73,411,411	861,629	25,18,877	07,8,854	90,9,999	48,1,225	85,2,286	23,5,671	06,2,119	68,076,188,	079,81,6,111	28,4,117	59
Totals	826,826	97,314,085	98,19,500	73,411,411	861,629	25,18,877	07,8,854	90,9,999	48,1,225	85,2,286	23,5,671	06,2,119	68,076,188,	079,81,6,111	28,4,117	59

TABLE M.

*Rates of Salaries Paid Teachers and Rate of Taxation.*

COUNTIES.	Rates of Salaries Paid Teachers according to Grade of Certificate.						RATE OF TAXATION.			
	For No. 1 Certificate.		For No. 2 Certificate.		For No. 3 Certificate.		For Teachers' Fund.		For Building Fund.	
	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Barbour.....	\$33 00	\$46 56	\$25 00	\$25 00	\$21 00	\$18 00	\$28	\$24 2-9	\$21	\$22 8-5
Berkeley.....	28 67	28 67	26 17	25 67	21 50	20 67	19 1/2	25 5-6	12 3/8	13 3/8
Boone.....	27 60	27 00	25 40	23 66	21 00	20 00	43	.....	25	25
Braxton.....	27 20	29 00	22 50	22 00	18 00	19 00	25 1/2	34 1-6	45 1/2	43 1/2
Brooke.....	35 00	35 00	32 50	33 00	25 00	25 00	24	28	14 8-5	12
Cabell.....	35 33	35 61	28 68	29 14	18 50	18 00	24	33 3-5	48 3/4	25
Calhoun.....	27 80	27 60	24 60	24 00	20 90	20 40	16	27 4-5	32	31 2-5
Clay.....	25 98	25 90	22 00	22 80	18 00	19 70	30	45	37	40
Doddridge.....	31 55	31 00	26 11	24 00	20 00	21 55	13	16 7-9	30 5-9	29 2-9
Fayette.....	35 28	35 93	27 50	29 25	18 68	18 80	88 4 1/2	41 3-7	34 3-7	36 3-7
Gilmer.....	28 00	28 00	23 80	22 25	18 25	18 40	31	37	32	23
Grant.....	31 60	41 60	24 40	23 20	19 60	18 68	18	21	11 5-10	09
Greenbrier.....	31 09	31 00	25 80	25 45	20 10	21 50	21 4 5	28 1/2	12 1-10	10 4-5
Hampshire.....	28 24	28 14	24 57	24 00	20 43	19 60	20 2-21	23 1-14	8	09 5-14
Hancock.....	36 16	36 20	32 68	32 00	.....	28 00	21 4-5	29	14 3-18	18 1/2
Hardy.....	29 00	29 00	24 50	27 00	18 00	18 50	14 4-5	22 5/8	7 4-5	09 5-3
Harrison.....	33 00	31 00	27 00	26 33	21 00	21 68	16 1/2	22 7-12	12 5-7	13 7-28
Jackson.....	34 25	29 82	24 83	24 80	18 40	18 80	44	37 3-7	38	31 1-7
Jefferson.....	33 80	33 20	27 20	26 75	21 33	.....	15 4-5	17 3-10	8	09 8-10
Kanawha.....	37 59	39 09	31 50	32 00	20 63	.....	48	46 1-5	35	33 3-5
Lewis.....	31 09	31 50	22 00	24 20	20 15	20 00	20 1/2	29 9-14	21 3/4	16 13-42
Lincoln.....	28 50	33 33	24 51	24 50	19 00	18 12	31 3/8	36 5/8	21 3/8	20 1/8
Logan.....	26 60	29 50	23 00	24 50	18 40	18 50	42	40	31	33
Marion.....	31 11	29 78	26 50	25 45	20 00	20 30	16	21 1/2	14 5-9	17 7-9
Marshall.....	38 00	43 93	28 00	28 60	20 25	22 50	16 4-5	26 1-5	10	19 1-10
Mason.....	31 10	32 00	27 14	26 67	21 25	23 00	29	33	18	24
Mercer.....	25 00	25 00	22 00	22 00	18 00	18 00	33	42 3-5	40	40
Mineral.....	32 28	32 09	27 14	27 16	22 83	23 30	20	29 3-7	12	14
Monongalia.....	35 45	35 25	25 18	27 12	18 75	18 00	16 2 5	19 3/4	17 1-5	18 5/8
Monroe.....	29 33	28 50	25 83	25 00	19 83	18 33	21 4-9	29 8-9	17 1/2	19 25-38
Morgan.....	30 34	28 00	15 83	24 00	18 00	19 00	16	23 1/2	14	15 1/2
McDowell.....	26 00	26 00	23 00	23 00	18 00	.....	36 5/8	36 5/8	25	25
Nicholas.....	25 09	25 28	22 00	22 00	18 00	18 00	40	48 16-21	32 1-7	28 1/2
Ohio.....	42 60	43 80	34 50	33 25	.....	.....	25 3-5	30	17 4-5	16 1-5
Pendleton.....	25 33	25 33	22 83	22 67	19 00	18 83	12	25 5-6	14	16 4-9
Pleasants.....	30 68	29 68	27 00	26 83	19 83	21 16	14 3-10	35 1/2	26	30
Pocahontas.....	26 25	26 25	22 87	22 87	18 00	18 00	15 1/2	25 1/2	8 1/2	10 3/4
Preston.....	34 44	34 37	29 25	28 33	24 37	21 55	25 5-9	25	22 11-27	23 8-9
Putnam.....	31 00	31 95	26 00	27 00	18 00	18 68	31	42 1-7	32	26 3-7
Raleigh.....	25 00	25 00	22 00	22 00	18 00	18 00	44	48 1-5	30	32 1/2
Randolph.....	27 89	27 58	23 00	23 11	18 11	18 33	33	41 1-9	39	34 4-9
Ritchie.....	35 00	32 40	28 00	26 50	22 00	22 50	30	40	32	35
Roane.....	34 50	31 87	25 85	25 85	21 28	21 00	37 3/8	46 1/2	33 1/8	31 1/2
Summers.....	28 33	28 00	24 00	23 00	18 00	18 00	36	41 5/8	34	32 3/2
Taylor.....	41 65	36 72	29 14	29 17	25 00	23 29	21 1/2	20	9	15
Tucker.....	26 00	27 00	22 50	23 50	18 00	18 00	40	43 5-6	50	39 1-6
Tyler.....	31 00	30 83	27 83	27 50	23 83	23 50	20 1/2	28 1/2	25	29 1-6
Upshur.....	29 50	28 63	23 50	23 66	19 50	19 50	16 8-20	29 5/8	17	14 17-20
Wayne.....	31 00	30 04	25 00	25 17	19 00	19 17	29	36 3-7	29	22 1-7
Webster.....	25 00	25 00	22 00	22 00	18 00	18 00	40	53 3/4	33	41 1/4
Wetzel.....	31 83	30 14	28 00	27 14	20 00	22 00	26 3-7	40	40	35
Wirt.....	31 00	28 61	26 33	25 00	19 42	.....	30 3/8	39 4-9	41	42
Wood.....	38 00	34 20	27 00	27 80	25 00	22 66	29	38 1-10	25	30 16-33
Wyoming.....	25 00	25 00	22 00	22 00	18 00	18 00	50	48 4-7	38	33 4-7
Wheeling City.....	.....	.....	.....	.....	.....	.....	.....	37	.....	20
Charleston City.....	50 00	.....	40 00	.....	.....	.....	38	45	25	35
Huntington City.....	.....	.....	.....	.....	.....	.....	40	40	.....	35
Martinsburg City.....	38 00	38 00	.....	.....	.....	.....	25	30	30	25
Totals.....	\$31 38	\$31 20	\$25 12	\$25 55	\$18 48	\$18 19	\$25 3/4	\$33 3-5	24 1/8	\$24 3/4

TABLE N.—Continued.

*Showing the Apportionment of the State School Fund for the Years Commencing July 1st, 1889, and Ending June 30, 1889, and June 30, 1890, respectively, together with the Enumeration of Youth and Salaries paid County Superintendents.\**

COUNTIES.	Gross Amount Apportioned.		Am't of Salary Paid County Superintendent		Net Amount Apportioned to Each County.		Enumeration of Youth.	
	1889	1890	1889	1890	1889	1890	1889	1890
Barbour.....	\$ 5,836 02	\$ 5,109 63	\$ 250 00	\$ 250 00	\$ 5,086 02	\$ 4,859 63	4603	4533
Berkeley.....	4,676 41	4,548 28	200 00	200 00	4,476 41	4,348 28	4034	4035
Boone.....	2,964 20	3,139 27	200 00	200 00	2,764 20	2,939 27	2537	2785
Braxton.....	5,713 94	6,042 96	300 00	300 00	5,413 94	5,742 96	4920	5391
Brooke.....	2,405 44	2,305 14	150 00	150 00	2,255 44	2,155 14	2075	2045
Cabell.....	7,627 85	5,227 99	250 00	250 00	7,377 85	4,977 99	6580	4638
Calhoun.....	3,419 78	3,689 85	200 00	200 00	3,219 78	3,489 85	2850	3273
Clay.....	2,133 02	2,014 32	150 00	150 00	1,983 02	1,864 32	1840	1787
Doldridge.....	5,297 77	5,268 57	250 00	250 00	5,047 77	5,018 57	4570	4674
Fayette.....	7,550 18	7,604 14	300 00	300 00	7,250 18	7,304 14	6513	6746
Gilmer.....	4,036 50	4,039 91	*237 50	250 00	3,799 00	3,789 91	3482	3581
Grant.....	2,535 28	2,519 31	200 00	200 00	2,335 28	2,319 31	2187	2235
Greenbrier.....	7,229 07	7,346 01	300 00	300 00	6,929 07	7,046 01	6236	6517
Hampshire.....	4,321 68	4,134 60	300 00	300 00	4,021 68	3,834 60	3728	3668
Hancock.....	1,875 68	2,013 19	150 00	150 00	1,725 68	1,863 19	1618	1786
Hardy.....	3,058 10	2,070 51	200 00	237 50	2,858 10	2,833 01	2638	2724
Harrison.....	8,750 00	8,379 66	300 00	300 00	8,450 00	8,079 66	7548	7434
Jackson.....	8,024 32	8,241 02	300 00	300 00	7,724 32	7,941 02	6922	7311
Jefferson.....	6,399 05	6,166 95	200 00	200 00	6,199 05	5,966 95	5520	5471
Kanawha.....	14,327 15	14,627 77	300 00	300 00	14,027 15	14,327 77	12359	12977
Lewis.....	6,097 65	6,020 42	300 00	300 00	5,797 65	5,720 42	5290	5541
Lincoln.....	4,881 59	4,817 38	250 00	250 00	4,631 59	4,567 38	4211	4274
Logan.....	4,822 77	4,378 07	250 00	250 00	4,572 77	4,128 07	4143	3884
Marion.....	7,791 31	7,749 55	300 00	300 00	7,491 31	7,449 55	6721	6875
Marshall.....	8,015 04	7,944 56	300 00	300 00	7,715 04	7,644 56	69 4	7048
Mason.....	9,698 27	9,524 90	300 00	300 00	9,398 27	9,224 90	8366	8450
Mercer.....	5,432 24	5,744 25	*287 50	300 00	5,144 74	5,444 24	4056	5096
Mineral.....	4,472 38	4,385 96	*175 00	200 00	4,297 38	4,185 96	3858	3891
Monongalia.....	6,011 86	5,914 46	300 00	300 00	5,711 86	5,614 46	5186	5247
Monroe.....	5,204 18	5,207 70	300 00	300 00	4,904 18	4,907 70	4491	4620
Morgan.....	2,692 94	2,731 22	150 00	150 00	2,542 94	2,581 22	23 3	2423
McDowell.....	2,166 64	2,377 28	150 00	*112 50	2,016 64	2,264 78	1869	2109
Nicholas.....	3,970 43	4,028 64	200 00	250 00	3,720 43	3,778 64	3425	3574
Ohio.....	2,783 35	2,753 77	150 00	150 00	2,633 35	2,603 77	2401	2443
Pendleton.....	3,728 14	3,664 55	250 00	250 00	3,478 14	3,414 55	3216	3251
Pleasants.....	2,931 75	2,972 45	150 00	150 00	2,781 75	2,822 45	2529	2637
Pocahontas.....	2,814 65	2,708 68	200 00	200 00	2,614 65	2,508 68	2428	2403
Preston.....	8,210 95	7,866 78	300 00	300 00	7,910 95	7,566 78	7083	6679
Putnam.....	5,637 42	5,855 84	250 00	*287 50	5,387 42	5,568 34	4863	5195
Raleigh.....	4,022 59	4,119 84	300 00	300 00	3,722 59	3,819 84	3470	3655
Randolph.....	4,526 86	4,774 85	250 00	250 00	4,276 86	4,524 85	3905	4238
Ritchie.....	6,870 50	6,624 61	300 00	300 00	6,575 50	6,324 60	5831	5877
Roane.....	6,575 26	6,458 90	300 00	300 00	6,275 26	6,158 90	5672	5730
Summers.....	5,138 95	5,202 06	300 00	300 00	4,838 95	4,902 06	4433	4615
Taylor.....	4,798 13	4,633 95	200 00	200 00	4,598 13	4,433 95	4139	4111
Tucker.....	2,429 79	2,414 48	*187 50	200 00	2,242 29	2,214 48	2086	2142
Tyler.....	5,089 10	4,807 72	250 00	250 00	4,839 10	4,547 72	4390	4345
Upshur.....	5,035 78	5,016 47	250 00	250 00	4,785 78	4,766 07	4344	4450
Wayne.....	7,791 31	8,104 62	300 00	300 00	7,491 31	7,804 62	6721	7190
Webster.....	2,667 08	1,985 01	200 00	200 00	1,867 08	1,785 01	1806	1761
Wetzel.....	7,205 89	7,099 15	300 00	300 00	6,905 89	6,799 15	6216	6298
Wirt.....	3,824 36	3,862 94	200 00	200 00	3,624 36	3,662 94	3299	3427
Wood.....	10,891 14	10,830 21	300 00	300 00	10,591 14	10,530 21	9335	9608
Wyoming.....	2,805 38	2,908 20	200 00	200 00	2,605 38	2,708 20	2420	2580
Wheeling City.....	11,470 76	11,852 59			11,470 76	11,852 59	9895	10515
Charleston City.....	2,076 22	2,185 60			2,076 22	2,185 60	1791	1939
Huntington City.....		2,842 81				2,842 81		13522
Martinsburg City.....	2,487 75	2,482 12			2,487 75	2,482 12	2140	2202
Totals.....	300,168 83	300,431 23	13,187 50	13,287 50	286,981 33	287,143 73	258,934	266,527

\*NOTE.—Salaries of county superintendents indicate the amount paid during the fiscal year and not necessarily the salary for the school year, as it sometimes happens that a county superintendent does not draw all of his salary for the year in which it was due and it is paid out of the next year's fund.

†Less \$01 being an error discovered and deducted before payment.

TABLE O.

*Cost of Education per Capita per Term.*

COUNTIES.	Including all Expenses.						Including Teachers' Salary and Current Expenses only.					
	Based on Enrolment '90.		Based on Enrolment '89.		Based on average daily attendance.		Based on Enrolment '90.		Based on Enrolment '89.		Based on average daily attendance.	
	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Barbour.....	\$ 3 56	\$ 4 76	\$ 4 87	\$ 5 89	\$ 6 74	\$ 8 14	\$ 3 12	\$ 3 38	\$ 4 27	\$ 4 16	\$ 5 90	\$ 5 75
Berkeley.....	4 84	5 77	6 73	7 58	13 60	14 96	4 28	4 55	5 98	6 16	11 90	12 17
Bonne.....	2 77	2 65	4 08	3 15	6 96	6 73	2 35	2 38	3 76	2 80	5 98	6 04
Boone.....	4 40	3 64	5 84	4 71	9 86	7 60	2 65	2 50	3 54	3 33	27 20	5 31
Braxton.....	7 91	7 80	11 71	11 25	18 47	18 30	7 15	7 03	10 50	10 08	16 68	14 78
Brooke.....	5 26	4 96	7 56	7 05	11 94	11 32	3 95	4 06	6 81	6 94	7 66	9 24
Cabell.....	3 20	3 45	3 99	4 09	6 39	6 78	2 89	2 72	2 97	3 01	5 02	5 21
Calhoun.....	3 16	3 27	4 38	4 68	5 91	7 88	3 58	2 53	3 94	3 58	4 74	5 99
Clay.....	5 24	3 85	6 21	5 22	9 78	7 91	3 61	2 74	4 61	3 71	6 81	5 62
Doddridge.....	5 46	5 42	8 24	7 95	13 20	12 82	3 71	4 25	5 55	6 01	9 00	9 71
Fayette.....	3 53	3 32	5 22	5 10	8 44	9 10	2 85	2 88	4 15	4 49	6 79	7 88
Gilmer.....	4 30	4 60	6 18	6 18	9 63	9 88	3 65	3 88	5 16	5 22	8 10	8 30
Grant.....	4 70	4 06	6 46	6 67	10 31	10 55	3 66	3 71	5 44	6 11	8 66	9 67
Greenbrier.....	3 94	4 72	5 49	6 43	8 14	9 51	3 35	4 17	4 66	5 75	6 91	8 45
Hampshire.....	7 29	7 17	9 22	9 01	14 74	14 50	6 32	6 29	7 99	8 11	12 82	12 40
Hancock.....	4 03	3 71	6 18	5 38	9 02	8 87	3 33	3 38	4 85	4 91	7 86	8 10
Hardy.....	4 98	5 21	6 61	6 62	8 93	9 71	3 79	4 52	5 02	5 56	6 78	8 19
Harrison.....	14 45	6 54	16 60	8 35	10 23	12 68	3 74	3 87	5 01	4 96	7 41	7 80
Jackson.....	4 64	4 80	7 18	8 20	13 31	14 52	4 03	4 01	6 83	6 45	12 99	12 15
Jefferson.....	5 22	4 58	7 67	5 65	13 27	10 76	4 21	3 88	5 47	5 34	8 60	8 17
Kanawha.....	4 84	4 39	6 30	5 83	9 53	8 96	3 14	3 90	4 07	5 13	6 68	7 90
Lewis.....	3 03	2 90	4 17	3 72	6 73	6 98	2 37	2 28	3 42	3 12	5 84	6 63
Lincoln.....	2 37	3 25	4 78	5 69	8 84	10 51	2 26	2 22	4 42	4 27	7 67	7 88
Logan.....	4 52	4 42	5 82	5 74	8 28	8 43	3 87	3 75	5 14	4 86	7 66	7 14
Marion.....	4 83	5 50	6 88	7 44	10 78	12 68	4 18	4 46	5 95	6 23	9 09	10 18
Marshall.....	4 65	5 35	6 40	7 53	8 98	11 56	4 13	3 72	5 79	5 04	8 07	7 86
Mason.....	3 58	3 48	4 96	4 90	7 46	8 80	3 00	2 43	4 08	3 89	7 14	6 06
Mercer.....	5 22	5 93	7 89	8 68	11 82	12 66	4 53	5 04	6 80	7 35	10 26	10 74
Mineral.....	4 77	4 63	5 48	5 67	8 26	8 06	3 53	3 59	4 06	4 41	6 12	6 26
Monongalia.....	4 53	4 29	5 93	5 99	8 78	9 59	3 81	3 63	5 06	5 09	7 48	8 25
Monroe.....	4 47	3 71	6 44	5 17	12 30	8 46	3 51	3 39	4 99	4 82	8 96	8 10
Morgau.....	4 80	2 91	5 21	5 11	8 81	9 12	.....	2 41	4 14	4 22	6 99	7 60
McDowell.....	3 66	3 63	4 96	4 75	7 11	7 09	.....	3 02	4 01	3 89	6 27	6 20
Nicholas.....	6 35	8 36	11 00	12 80	17 50	21 14	5 49	7 40	9 54	11 36	15 00	18 76
Ohio.....	3 39	3 24	4 52	4 37	6 85	6 72	2 70	2 67	3 59	3 61	5 53	5 56
Pendleton.....	3 64	3 39	5 02	4 83	7 19	7 89	2 98	3 16	4 11	4 48	5 88	7 36
Pleasants.....	3 33	4 12	4 77	5 69	6 97	8 38	2 82	3 34	4 06	4 89	5 93	7 37
Pocahontas.....	3 46	4 93	4 50	6 26	6 52	9 44	3 62	4 14	4 70	7 11	6 01	10 71
Preston.....	4 60	5 33	6 03	6 92	9 94	11 64	3 58	4 74	6 09	6 04	7 73	10 19
Putnam.....	5 80	3 59	7 23	4 65	9 73	7 16	4 56	2 69	6 54	3 48	7 59	5 37
Raleigh.....	3 58	3 47	5 01	5 12	8 08	8 70	3 01	2 68	4 22	3 99	6 85	6 73
Randolph.....	5 12	4 27	6 60	5 85	9 54	8 81	3 84	3 85	4 99	4 96	7 22	7 47
Ritchie.....	4 08	3 64	4 82	5 53	7 50	7 37	2 82	2 82	3 52	3 58	5 40	5 64
Roane.....	4 29	3 72	6 45	4 97	9 74	7 57	3 89	3 22	4 57	4 31	7 07	6 57
Summers.....	4 10	4 64	5 38	7 02	9 41	10 32	3 89	3 83	5 57	5 83	8 98	8 78
Taylor.....	4 25	3 75	5 51	4 87	9 60	8 24	3 18	3 32	4 03	4 31	7 09	7 30
Tucker.....	3 89	4 08	5 27	5 57	7 50	8 25	3 35	3 48	4 41	4 71	6 33	7 06
Tyler.....	3 89	3 95	4 70	4 96	7 78	6 82	3 24	3 38	4 13	4 24	6 32	5 84
Upshur.....	3 61	4 02	4 84	4 76	8 44	10 39	2 92	3 23	4 03	3 87	6 75	8 46
Wayne.....	4 61	3 17	6 51	4 67	10 49	7 33	2 79	2 25	3 91	3 76	6 52	6 06
Webster.....	4 10	2 70	6 10	5 75	10 10	9 22	3 66	3 11	4 42	4 29	7 12	6 88
Wetzel.....	3 97	3 97	5 31	5 32	7 51	8 51	3 25	3 19	4 40	4 29	5 76	6 46
Wirt.....	5 46	6 93	7 35	8 57	11 72	13 74	4 42	5 14	5 98	7 88	9 57	10 66
Wood.....	3 40	2 21	5 05	3 66	9 13	7 64	2 81	2 18	3 32	3 61	7 62	7 40
Wyoming.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wheeling City.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Charleston City.....	28 00	10 00	42 76	14 70	64 06	22 35	9 02	8 90	14 63	13 00	2191	19 80
Huntington City.....	.....	7 58	.....	11 62	.....	17 43	.....	6 42	.....	7 20	.....	10 79
Martinsburg City.....	6 34	5 80	10 00	9 11	14 10	13 27	5 99	5 22	9 46	8 20	13 41	11 95
Totals.....	\$ 5 07	\$ 4 89	\$ 7 01	\$ 6 71	\$ 10 95	\$ 10 62	\$ 3 61	\$ 3 74	\$ 4 98	\$ 5 16	\$ 7 78	\$ 8 19

TABLE P.

*Real and Personal Property and Account of Fees for Examination.*

COUNTIES.	Real and Personal Property.		Account of Fees for Examination.							
	Total Valuation of Real and personal Property.		Total Receipts.		Paid to examiners including County Super Intendents.		Paid for notices and to Sheriffs.			
	1889	1890	1889	1890	1889	1890	1889	1890	1889	1890
Barbour.....	\$ 2,833,019 00	\$ 2,841,709 00	\$ 32 00	\$ 35 00	\$ 81 00	\$ 33 57	\$ 1 00	\$ 1 25		
Berkeley.....	5,838,530 00	6,021,179 00	60 00	13 00	50 00	13 00	10 00			
Boone.....	699,859 00	715,152 00		32 00		30 00		2 00		
Braxton.....	1,642,969 00	1,728,744 00	91 00	103 00	92 50	99 00	1 50	4 00		
Brooke.....	3,082,045 00	3,079,626 00	58 00	55 00	48 00	48 50	10 00	8 50		
Cabell.....	4,331,954 00	4,674,081 00	127 00	106 00	127 00	103 25		2 75		
Calhoun.....	871,444 00	871,918 00	46 00	57 00	44 00	52 40	2 00	4 60		
Clay.....	421,727 00	440,277 00	36 00	40 00	38 00	40 00				
Doddridge.....	1,976,173 00	2,078,632 00	102 00	181 00	98 75	159 59	3 25	1 50		
Fayette.....	2,612,640 00	2,630,256 00	167 00	150 00	167 00	145 75		4 25		
Gliner.....	1,028,282 00	1,049,744 00	81 00	60 00	78 00	53 30	3 00	6 70		
Grant.....	2,133,708 00	2,153,205 00	57 00	56 00	57 00	56 00				
Greenbrier.....	5,266,329 00	5,291,522 00	125 00	119 00	117 00	105 75	8 00	13 25		
Hampshire.....	2,955,355 00	2,951,625 00	120 00	109 00	112 50	89 00	7 50	20 00		
Hancock.....	2,341,845 00	2,934,344 00	39 00	36 00	35 00	31 50	4 00	5 50		
Hardy.....	2,456,748 00	2,846,883 00	62 00	54 00	60 00	52 25	2 00	1 75		
Harrison.....	8,471,371 00	8,464,294 00	284 00	202 00	256 00	198 00	8 00	4 00		
Jackson.....	3,164,610 00	3,199,350 00	183 00	215 00	180 00	207 00	3 00	8 00		
Jefferson.....	6,706,043 00	6,730,859 00	62 00	69 00	44 00	49 00	18 00	20 00		
Kanawha.....	7,017,037 00	7,169,812 00	319 00	300 00	306 00	288 00	11 00	12 00		
Lewis.....	3,339,587 00	3,298,793 00	122 00	111 00	120 00	97 75	2 00	13 25		
Lincoln.....	1,169,732 00	1,189,629 00	73 00	65 00	71 00	61 00	2 00	3 00		
Logan.....	1,099,545 00	1,149,428 00	48 00	75 00	45 00	75 00	3 00			
Marion.....	5,019,303 00	5,224,946 00	201 00	190 00	196 00	185 00	5 00	5 00		
Marshall.....	5,806,465 00	5,882,110 00	103 00	105 00	101 50	105 00	1 50			
Mason.....	5,476,454 00	5,451,877 00	209 00	193 00	189 00	175 00	20 00	18 00		
Mercer.....	1,333,397 00	1,479,801 00	103 00	113 00	98 50	100 00	4 50	13 00		
Mineral.....	3,424,655 00	3,504,930 00	67 00	72 00	60 00	65 50	7 00	6 50		
Monongalia.....	4,888,503 00	5,165,901 00	110 00	129 00	104 00	117 00	6 00	12 00		
Monroe.....	3,124,250 00	3,095,306 00	126 00	123 00	106 00	119 00	20 00	4 00		
Morgan.....	1,256,370 00	1,240,315 00	77 00	9 00	67 50	6 50	9 50	2 50		
McDowell.....	576,203 00	678,861 00	35 00	49 00	35 00	47 00		2 00		
Nicholas.....	943,409 00	975,803 00	135 00	23 00	129 00	21 00	6 00	2 00		
Ohio.....	19,819,800 00	20,184,730 00	8 00	44 00	8 00	40 50		3 50		
Pendleton.....	1,718,651 00	1,735,082 00	81 00	81 00	81 00	67 00		14 00		
Pleasants.....	1,134,670 00	1,152,404 00	49 00	57 00	47 00	54 75	2 00	2 25		
Pocahontas.....	1,889,748 00	1,894,729 00	54 00	54 00	51 00	51 00	3 00	3 00		
Preston.....	3,346,782 00	3,374,263 00	158 00	194 00	137 25	165 85	20 75	28 15		
Putnam.....	2,084,749 00	2,082,046 00	113 00	124 00	110 85	117 00	2 15	7 00		
Raleigh.....	1,090,217 00	1,190,871 00	99 00	90 00	99 00	90 00				
Randolph.....	1,458,564 00	1,458,564 00	81 00	98 00	78 15	89 00	2 85	7 00		
Ritchie.....	2,439,854 00	2,488,458 00	121 00	145 00	117 00	111 00	4 00	34 00		
Roane.....	1,525,202 00	1,547,847 00	122 00	119 00	116 00	113 00	6 00	6 00		
Summers.....	1,182,035 00	1,229,230 00	93 00	46 00	88 50	42 00	4 50	4 00		
Taylor.....	3,609,868 00	3,614,091 00	80 00	83 00	77 50	80 00	2 50	3 00		
Tucker.....	714,382 00	748,212 00	66 00	57 00	63 00	57 00	3 00			
Tyler.....	2,150,424 00	2,183,265 00	106 00	132 00	98 00	125 40	8 00	6 60		
Upshur.....	2,655,878 00	3,033,887 00	103 00	117 00	103 00	113 40		3 60		
Wayne.....	2,374,720 00	2,485,346 00	151 00	169 00	151 00	169 00				
Webster.....	789,355 00	602,767 00	51 00	38 00	51 00	36 30		2 00		
Wetzel.....	2,383,293 00	2,425,010 00	130 00	121 00	126 00	105 00	4 00	16 00		
Wirt.....	1,809,635 00	1,820,635 00	69 00	84 00	62 00	74 50	7 00	9 50		
Wood.....	8,122,163 00	8,122,163 00	156 00	139 00	153 00	134 50	3 00	4 50		
Wyoming.....	466,364 00	466,364 00	46 00	50 00	46 00	50 00				
Wheel'g city.....										
Char'stu city.....				30 00		30 00				
Hun'tn city.....										
Marti'g city.....										
Totals.....	\$165,994,773 00	\$169,710,862 00	\$5,428 00	\$5,299 00	\$5,176 50	\$4,943 60	\$251 50	\$355 40		

TABLE Q.

*Statement of the General School Fund Made by the Auditor for the Years Ending June 30th, 1889, and 1890.*

	1889	1890
Amount in the Treasury June 10.....	\$ 286,981 38	\$ 287,143 73
Salaries paid County Superintendents .....	13,187 50	3,287 50
Salary of State Superintendent and Clerks.....	3,633 34	3,693 13
Contingent Expenses.....	369 69	401 38
Printing for Schools.....	4,685 15	4,628 11
Travelling Expenses .....	400 00	325 00
Pay of Institute Instructors .....	475 00	500 00
Refunding Overpaid Taxes .....	3,624 92	3,364 70
Expenses of Civil Suits .....	561 69	956 55
<b>Totals.....</b>	<b>\$ 313,928 52</b>	<b>\$ 314,600 10</b>

## TABLE R.

*Description of Invested School Fund.*

Stock in First National Bank, Fairmont, W. Va.....	\$ 50,000 00	
Stock in Parkersburg National Bank .....	40,000 00	
Stock in National Bank of West Virginia at Wheeling.....	30,000 00	
		\$ 120,000 00
<i>U. S. Registered Central Pacific Railroad Bonds,</i>		
No. 2037, dated August 2, 1866, interest from July 10, 1866 .....	\$ 1,000 00	
No. 2038, dated August 2, 1866, interest from July 10, 1866 .....	1,000 00	
No. 2039, dated August 2, 1866, interest from July 10, 1866 .....	1,000 00	
No. 2040, dated August 2, 1866, interest from July 10, 1866 .....	1,000 00	
No. 2041, dated August 2, 1866, interest from July 10, 1866 .....	1,000 00	
No. 2042, dated August 2, 1866, interest from July 10, 1866 .....	1,000 00	
No. 2043, dated August 2, 1866, interest from July 10, 1866 .....	1,000 00	
No. 2044, dated August 2, 1866, interest from July 10, 1866 .....	1,000 00	
No. 2045, dated August 2, 1866, interest from July 10, 1866 .....	1,000 00	
No. 2046, dated August 2, 1866, interest from July 10, 1866 .....	1,000 00	
No. 2047, dated August 2, 1866, interest from July 10, 1866 .....	1,000 00	
No. 2200, dated January 22, 1868, interest from January 1, 1868 .....	1,000 00	
No. 30, dated January 22, 1868, interest from January 1, 1868 .....	5,000 00	
No. 251, dated January 22, 1868, interest from January 1, 1868 .....	10,000 00	
No. 252, dated January 22, 1868, interest from January 1, 1868 .....	10,000 00	
		\$37,000 00
<i>U. S. Registered Union Pacific Railroad Bonds.</i>		
No. 1932, dated January 21, 1869, interest from January 18, 1869 .....	\$ 10,000 00	
No. 1525, dated January 21, 1869, interest from January 1, 1869 .....	5,000 00	
No. 235, dated March 13, 1869, interest from February 10, 1869 .....	10,000 00	
No. 236, dated March 13, 1869, interest from February 10, 1869 .....	10,000 00	
No. 3739, dated October 27, 1873, interest from July 1, 1873 .....	10,000 00	
No. 3759, dated November 7, 1873, interest from July 1, 1873 .....	10,000 00	
		\$ 55,000 00
<i>Wheeling City Bonds, Four and one-half per cent.—Interest Payable Annually on November 1.</i>		
560 bonds, dated Nov. 1, 1881, (Nos. 31 to 590 inclusive, \$100 each)....	\$ 56,000 00	
21 bonds, dated Nov. 1, 1881, (Nos. 830 to 850 inclusive, \$100 each)....	21,000 00	
46 bonds, dated Nov. 1, 1882, (Nos. 751 to 760 inclusive, \$500 each)....	23,000 00	
		\$ 100,000 00
<i>Barbour County Bonds, Six per cent.—Interest Payable Annually January 1.</i>		
50 bonds, dated Nov. 1, 1882, (Nos. 1 to 50 inclusive, \$1000 each).....		\$ 50,000 00
<i>Bonds of Independent School District of Charleston, Six per cent.—Interest Payable Annually Oct. 24, April 10, Aug. 6 and Dec. 12.</i>		
20 bonds, dated Oct. 24, 1887 (Nos. 1 to 20 inclusive) \$500 each .....	\$ 10,000 00	
100 bonds, dated Aug. 6, 1888 (Nos. 41 to 140 inclusive) \$100 each .....	10,000 00	
20 bonds, dated Apr. 10, 1888 (Nos. 21 to 40 inclusive) \$500 each .....	10,000 00	
3 bonds, dated Oct. 3, 1888, Nos. 145, 146, 147, \$1,000 each .....	3,000 00	
1 bond, dated Oct. 3, 1888, No. 141, \$500 .....	500 00	
10 bonds, dated Dec. 12, 1883, Nos. 148 to 157 inclusive, \$1,000 each .....	10,000 00	
		\$ 43,500 00
<i>Bonds of Ripley District, Jackson County, Six per cent.—Interest Payable Annually July 1.</i>		
50 bonds, dated July 1, 1887 (Nos. 101 to 150 inclusive) \$100 each .....	\$ 5,000 00	
49 bonds, dated July 1, 1887 (Nos. 152 to 200 inclusive) \$100 each .....	4,900 00	
1 bond, dated July 1, 1887 (No. 99) 100 .....	100 00	
		\$ 10,000 00
<i>Grafton District, Taylor County, Bonds, Six per cent.—Interest Payable Annually on January 1.</i>		
20 bonds, dated Oct. 23, 1882, (Nos. 1 to 20 inclusive) \$100 each .....		\$ 20,000 00
<i>Bonds of the State of West Virginia.</i>		
Dated October 29, 1873, bearing interest from October 29, 1873 .....	\$ 16,970 00	
Dated August 10, 1876 .....	35,000 00	
Dated September 28, 1876, bearing interest from Sep. 28, 1876 .....	11,000 00	
Dated June 13, 1877 .....	16,541 48	
Dated April 10, 1885 .....	34,000 00	
Dated June 9, 1886 .....	8,000 00	
Dated June 11, 1889 .....	15,000 00	\$ 185,511 48
Temporary loan to the State for Hospital for Insane .....		49,000 00
Balance in Treasury uninvested September 30, 1890 .....		31,572 81
Total amount of School Fund, October 1, 1890 .....		\$ 651,583 79

## TABLES OF COMPARATIVE SCHOOL STATISTICS.

## I.

The following statistics show the comparative progress in some of the more important details of the Free Schools since the formation of the State (except 1864, for which year no report has been found.) The following tables up to 1875 are taken from Superintendent Byrne's report for 1873-4:

THE NUMBER OF SCHOOL HOUSES.						THE NUMBER OF SCHOOLS			
Year.	Frame	Stone.	Brick.	Log.	Whole No	High.	Grad'd	Com'n	Total.
1865					133	5	39	387	481
1866					412			935	935
1867	342	2	26	832	702	2	26	1,112	1,148
1868	653	7	51	595	1,306		20	1,731	1,756
1869	936	10	68	614	1,618	7	38	2,153	2,198
1870	1,124	17	58	901	2,113	1	74	2,441	2,516
1871	1,127	10	63	859	2,059	3	48	2,272	2,323
1872	1,290	9	74	843	2,216	3	64	2,497	2,546
1873	1,412	30	73	1,097	2,612	2	71	2,784	2,857
1874	1,540	9	72	1,209	2,830	2	85	2,936	3,021
1875	1,630	10	83	1,236	2,959	8	78	3,145	3,233
1876	1,753	11	79	1,284	3,137	5	67	3,269	3,343
1877	1,829	7	84	1,296	3,216	5	65	3,320	3,390
1878	1,905	11	89	1,292	3,297	10	82	3,419	3,511
1879	2,035	6	90	1,342	3,479	8	105	3,612	3,725
1880	2,142	6	93	1,316	3,557	8	103	3,680	3,811
1881	2,260	6	94	1,344	3,704	11	93	3,793	3,912
1882	2,362	8	93	1,376	3,839	10	79	3,920	4,028
1883	2,506		*110	1,329	3,945	6	124	3,986	4,116
1884	2,643		113	1,336	4,097	7	125	4,122	4,254
1885	2,819		128	1,212	4,159	13	117	3,948	4,078
1886	2,933		113	1,214	4,260	15	98	4,324	4,437
1887	3,162		122	1,181	4,465	19	100	4,484	4,603
1888	3,299		116	1,152	4,567	25	215	4,578	4,819
1889	3,510		124	1,021	4,655	17	180	4,721	4,868
1890	3,690		127	1,007	4,814	20	161	4,784	4,965

\*Brick and stone from 1883.

## II.

*School Population.—Attendance and Length of School Term.*

YEAR.	Enumeration of Youth between 6 and 21 reported.	Number Enrolled in School.	Average No. in Daily Attendance.	Average Length School Term.	Total No. Teachers Employed.		
					Male.	Female	Total.
1865	63,458	15,972	7,761	2.70	171	216	387
1866	118,607	34,219	13,037	3.12	525	382	937
1867	115,340	35,304	20,288	3.06	818	404	1,222
1868	130,493	53,724	30,566	3.50	1,260	520	1,810
1869	151,848	73,112	69,463	3.55	1,680	603	2,283
1870	162,432	87,390	55,083	4.12	1,764	641	2,405
1871	172,337	78,999	51,336	3.84	1,951	517	2,468
1872	153,916	85,765	56,317	4.04	2,095	550	2,645
1873	171,793	81,110	61,244	3.86	2,443	639	3,082
1874	175,612	110,530	69,908	4.12	2,541	801	3,342
1875	179,897	117,845	76,463	4.20	2,677	784	3,461
1876	184,760	123,504	72,278	4.32	2,797	896	3,693
1877	192,606	125,332	83,469	4.13	2,818	971	3,789
1878	201,237	130,184	86,768	4.38	2,822	925	3,747
1879	206,123	135,526	90,268	4.34	3,142	989	4,131
1880	210,113	142,850	91,764	4.50	3,104	1,030	4,134
1881	213,191	145,203	91,266	4.45	3,079	1,208	4,287
1882	216,598	155,544	96,652	4.50	3,045	1,315	4,360
1883	220,980	160,904	98,190	4.43	2,981	1,494	4,455
1884	228,185	166,272	102,012	4.55	3,036	1,607	4,643
1885	236,245	166,520	103,904	4.37	3,145	1,696	4,811
1886	242,752	172,257	108,212	4.64	3,240	1,685	4,925
1887	248,178	179,501	108,293	4.95	3,857	1,732	5,089
1888	256,360	189,251	122,020	5.10	3,380	1,858	5,238
1889	258,934	187,528	119,960	4.80	3,444	1,867	5,341
1890	266,326	193,664	121,700	4.85	3,483	2,003	5,491



## III.

*Value of School Houses—Current Expenses, &c.*

YEAR.	Value of houses, lands, &c.,.....	Current expend- itures for re- pairs, fuel, &c.	Amount paid for teachers' salaries.....	Average Monthly salaries of Teachers .....
1865.....	\$ 52,856	\$ 16,693 00	\$ 47,806 00	\$.....
1866.....	322,946	92,040 00	96,203 00	31 44
1867.....	375,822	161,035 00	140,465 00	36 00
1868.....	693,677	271,070 00	238,690 00	37 66
1869.....	945,621	284,763 00	277,131 00	34 11
1870.....	1,012,932	249,375 00	220,753 00	33 50
1871.....	1,064,717	249,376 00	328,347 00	31 46
1872.....	1,184,578	159,753 00	376,982 00	32 01
1873.....	1,401,655	204,572 00	402,418 00	31 62
1874.....	1,540,460	224,337 00	480,431 00	32 00
1875.....	1,605,627	256,233 00	541,358 00	31 32
1876.....	1,680,467	247,630 00	538,387 00	31 36
1877.....	1,714,599	209,740 00	539,273 00	28 19
1878.....	1,688,349	180,113 00	501,704 00	28 22
1879.....	1,676,871	204,874 00	504,196 00	30 52
1880.....	1,670,534	185,089 00	522,483 00	31 70
1881.....	1,753 143	219,877 00	539,647 00	30 39
1882.....	1,823,987	265,674 00	568,509 00	31 71
1883.....	1,841,661	110,911 06	603,556 00	31 52
1884.....	1,871,235	119,048 51	641,575 00	33 00
1885.....	1,979,847	133,615 16	667,852 00	33 71
1886.....	1,964,945	129,400 24	674,505 00	33 88
1887.....	2,041,128	138,309 83	707,539 02	34 28
1888.....	2,044,456	153,600 01	780,742 94	35 38
1889.....	2,330,718	138,265 69	805,400 46	36 20
1890.....	2,489,528	163,354 64	832,961 52	37 20

\*For No. 1 certificates from 1885.

## IV.

*The General School Fund—And the School Fund.*

YEAR.	The School Fund.	Gen'l School Fund.
1865.....	\$ 106,122 78	\$ 67,348 96
1866.....	88,772 55	195,562 16
1867.....	172,023 15	175,395 24
1868.....	208,997 37	183,496 66
1869.....	216,761 08	149,568 58
1870.....	229,300 00	238,139 02
1871.....	278,069 92	174,896 35
1872.....	284,717 18	237,215 88
1873.....	316,152 34	231,435 92
1874.....	315,820 49	214,791 32
1875.....	325,243 34	209,124 88
1876.....	339,987 97	207,268 96
1877.....	344,531 45	195,193 75
1878.....	354,811 48	251,414 50
1879.....	375,154 52	220,293 54
1880.....	423,988 55	221,616 88
1881.....	441,947 25	133,793 88
1882.....	474,305 11	272,842 33
1883.....	504,401 26	252,629 90
1884.....	514,159 33	128,208 53
1885.....	549,258 00	164,521 50
1886.....	570,473 18	367,724 96
1887.....	580,493 25	402,390 87
1888.....	606,462 08	390,564 88
1889.....	619,862 08	300,169 83
1890.....	620,011 48	300,481 28

TABLE V.

*Showing the Enumeration of Youth, Enrolment and Average Daily Attendance from 1865 to 1890, inclusive.*

	Enumeration.			Enrolment.			Average Daily Attendance		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
1865			84,418	8,102	7,870	15,972	3,845	3,916	7,761
1866			118,617	16,942	14,805	31,747			13,037
1867			115,340	18,728	16,199	34,927	10,692	9,467	20,288
1868	66,461	61,190	130,893	28,700	25,024	53,724	16,131	13,640	30,566
1869	80,265	72,104	152,369	30,439	28,589	59,028	19,811	16,873	36,684
1870	79,199	78,589	162,432	48,056	39,274	87,330	30,254	24,829	55,083
1871	61,222	59,247	172,337	41,586	35,413	76,999	28,758	22,578	51,336
1872	33,364	30,244	153,916	46,745	39,020	85,765	30,661	25,656	56,317
1873	69,130	64,226	171,793	38,886	42,214	81,100	33,391	27,853	61,244
1874	91,259	78,448	170,107	61,113	49,243	110,356	37,240	31,057	68,297
1875	93,343	86,862	179,897	55,119	44,661	117,845	41,790	33,510	75,300
1876	96,049	88,711	184,760	67,428	56,057	123,485	43,182	29,196	72,278
1877	100,281	92,325	192,606	68,774	56,558	125,332	45,242	38,227	83,469
1878	118,124	83,113	201,237	70,694	59,490	130,184	47,476	38,508	86,708
1879	107,457	98,686	206,123	73,507	63,019	136,526	49,597	40,671	90,268
1880	110,356	99,757	210,113	77,192	65,658	142,850	49,599	42,105	91,604
1881	111,798	101,393	213,191	78,062	66,941	145,003	49,271	41,995	91,266
1882	112,715	103,890	216,605	83,199	72,345	155,544	51,189	45,463	96,642
1883	115,139	106,378	221,517	85,050	75,556	160,606	50,705	44,663	95,368
1884	119,130	109,055	228,185	87,834	78,432	166,266	52,971	46,254	99,225
1885	122,741	113,404	236,145	87,551	78,889	166,520	54,753	51,151	105,902
1886	126,663	116,089	242,752	92,432	79,825	172,257	55,375	47,837	103,214
1887	128,581	119,597	249,178	95,089	84,418	179,507	57,815	50,478	108,293
1888	133,019	123,341	256,360	100,122	89,129	189,251	63,492	58,528	122,020
1889	133,345	125,389	258,934	99,062	88,466	187,528	63,102	56,888	119,990
1890	137,634	128,692	266,326	101,308	91,756	193,064	63,830	57,870	121,700

TABLE VI.

*Showing the cost per capita and total cost of Education from 1865 to 1890, inclusive.*

YEAR.	Based on En- umeration...	Based on En- rolment .....	Based on AV- erage daily attendance.	Amount Ex- pended on Building Fund.....	Amount Ex- pended on Teachers' Fund.....	Total cost of Education...
1865						\$ 7,722 90
1866						172,734 00
1867	2 82	9 28	16 25			324,617 31
1868	4 00	9 83	17 00	244,386 67	277,465 77	520,852 44
1869	3 12	9 75	15 07	246,470 00	329,152 72	575,623 69
1870	2 90	5 98	8 05	207,267 60	262,891 77	470,129 43
1871	3 35	7 50	11 25	212,033 51	305,685 21	577,718 72
1872	3 48	6 14	9 54	124,791 42	411,945 18	536,736 60
1873	3 53	7 48	9 91	150,880 95	456,110 23	606,991 18
1874	4 14	6 39	10 32	224,337 02	508,579 16	704,767 86
1875	4 24	6 48	10 14	255,233 29	568,579 84	763,812 45
1876	4 25	6 56	10 73	247,630 45	544,095 15	786,117 94
1877	4 00	6 30	9 20	208,740 50	539,273 32	770,658 83
1878	3 39	5 24	7 85	180,113 70	501,764 61	681,818 31
1879	3 44	5 30	7 85	204,874 55	504,196 35	709,071 30
1880	3 37	4 95	7 72	185,069 67	522,483 24	707,552 91
1881	3 56	5 22	8 31	212,877 56	539,447 69	758,475 22
1882	4 00	5 56	8 95	265,674 84	600,203 57	865,878 41
1883	4 27	5 90	9 93	302,254 49	645,116 45	947,370 97
1884	4 32	6 00	10 05	305,567 88	691,863 58	997,431 46
1885	4 42	6 26	9 85	324,184 46	719,080 69	1,043,269 06
1886	4 27	6 02	10 04	301,431 10	735,089 39	1,036,020 46
1887	4 36	6 06	10 04	330,727 84	756,946 86	1,087,744 70
1888	5 02	7 01	11 80	416,950 59	823,699 32	1,240,649 91
1889	5 07	7 01	10 95	457,633 99	856,067 04	1,313,701 03
1890	4 89	6 71	10 62	397,963 31	895,201 67	1,293,164 98

## VII.

*Average Local Levy for School and Building purposes from 1865 to 1890 inclusive.*

	Building ...	Teachers ...	Total ...
1865, not given .....			
1866, 85 counties .....			52.
1867, not given .....			
1868, not given .....			
1869, 48 counties .....	31.	27.	58.
1870, 45 counties .....	28.67	30.06	58.73
1871 .....	27.39	29.90	57.29
1872 .....	22.69	28.42	51.11
1873 .....	23.38	34.01	57.39
1874 .....	19.17	29.18	48.35
1875 .....	21.50	29.30	50.80
1876 .....	19.90	29.70	49.60
1877, not found .....			
1878 .....	14.30	26.20	40.50
1879 .....	15.58	24.09	39.67
1880 .....	19.30	25.20	44.50
1881 .....	19.75	28.25	48.
1882 .....	22.	38.	60.
1883 .....	19.	27.	46.
1884 .....	19.	27.	46.
1885 .....	21.	33.	54.
1886 .....	21.	35.50	56.50
1887 .....	22.	26.	48.
1888 .....	23.	26.	49.
1889 .....	24.13	25.75	49.88
1890 .....	24.75	33.60	58.35

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